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THE MACMILLAN SPELLING SERIES

REVISED EDITION

TEACHER'S HANDBOOK 2

- ✓ Teaching Suggestions
- ✓ Extra Exercises
- ✓ Games and Puzzles

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THE MACMILLAN SPELLING SERIES

Revised Edition

TEACHER'S HANDBOOK 2

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INTRODUCTION TO THE SERIES

RATIONALE

Spelling is an indispensable tool for satisfactory expression in writing. It is an important element of the entire school program.

Much spelling is learned incidentally, acquired in passing as new words are read and written. As well as providing opportunities for reading and writing, however, research indicates both the need for and value of direct instruction in spelling. Although there is formal instruction in spelling in most Canadian elementary schools, classroom observations and discussions with teachers have revealed considerable dissatisfaction with the low correlation between good spelling during formal spelling lessons and good spelling in other written work.

The Macmillan Spelling Series has been developed to provide a better tool for pupils and teachers in the learning and teaching of spelling as an integral part of the language arts program. The series is based on extensive research findings; it is Canadian throughout; and it is based on the premise that successful teaching of spelling cannot be merely a mechanical and routine matter.

No textbook can be an adequate substitute for a capable and imaginative teacher; the teacher is the key person in the classroom. Hence this series includes a teacher's handbook for each of the pupils' texts. A foreword in each handbook relates the underlying principles of the series to the individual text. In addition, each handbook provides useful background material and specific suggestions for the busy teacher, unit by unit, so that spelling may be more effectively taught, and as a result better learned.

POINT OF VIEW

The primary aim of the spelling program is to bring all pupils to the point where they spell correctly the words they write. This means:

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1. Teaching pupils automatic mastery of the words that they need to use in writing.
2. Developing ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
3. Helping children acquire an efficient method of studying and mastering the spelling of words.
4. Developing self-dependence in spelling: the ability to locate correct spellings and to check the accuracy of spelling.
5. Developing a pride and interest in correct spelling.

There is a great deal of evidence that word-study skills in phonic and structural analysis are useful tools for spelling, as are a number of other aspects of the broad language arts program, such as improvement in pronunciation of words, correct grammatical usage, enrichment of vocabulary, and the development of an interest in words and their derivation. Spelling should therefore not be treated as an isolated study, but as a means of expression, an essential element of communication.

This is the point of view of The Macmillan Spelling Series, which places considerable emphasis on phonic and structural analysis. From the particular standpoint of spelling, however, these are only means, and analysis is just a first step. Correct spelling involves, above all, skills in *word-building*, which is really analysis in reverse. In the reading portion of a language arts program phonic and structural analysis helps a pupil to make sense of a word that has not been seen before; in spelling a knowledge of phonics (sounds expressed in letter combinations) and of structure (meaningful elements from words already known) can often help a pupil to select the correct spelling of a word, to build the word in writing. Accordingly, skills and practice in word-building receive considerable emphasis throughout this series.

WORDS USED IN THE SERIES

The basic spelling vocabulary for the series consists of 2608 words. Why not more? There are two compelling reasons:

1. Extensive research indicates that approximately 2500 words constitute about 95% of children's writing vocabulary. These words, therefore, are given primary attention. Complete mastery of

these, together with an efficient method for independent learning of whatever other words a pupil may wish to use, should lead to a high level of spelling ability.

2. The books are so designed that word-building activities, beginning with words from the basic list, lead to the learning of a great many more words. In addition, emphasis is placed on the building of supplementary lists of words that a particular class or individual may wish to use.

The basic list is enlarged for capable pupils by the inclusion in the series of 326 Extra Words. These are not "hard" words; they are simply words that are used somewhat less often than those in the basic list.

Both the basic vocabulary of 2608 words in The Macmillan Spelling Series and the 326 Extra Words are listed at the back of each handbook.

Placement of Words

The basic criterion for the placement of words in a particular text has been the frequency of their use by children in writing at that level (roughly equivalent to grade level). The introduction of specific words for spelling at the point where large numbers of children wish to use them is consistent with the goal of developing pupils' ability to spell correctly in *all* written expression. The assigning of spelling words that pupils already feel a need to use in writing also provides motivation, a prerequisite of learning.

A Canadian Word List

Although the word list is based on the major studies of pupil spelling vocabulary,* special attention has been given to the inclusion of Canadian words. This has been done by classroom observation, by examination of Canadian literature for children, and, mainly, by direct request for opinions to a sampling of interested educators across Canada. *Arctic*, *beaver*, and *parka* are examples of Canadian words that have been included.

As well, the Revised Edition of the series contains a number of words that have come into common use since the series was first published; *highrise* and metric terms are examples of words that have been added or have replaced dated words in the original list.

* See footnote on p. 9.

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Summary of Word Lists by Books

<i>Book</i>	<i>No. of Basic Words First Introduced</i>	<i>No. of Most Frequently Misspelled Words Included</i>	<i>No. of Extra Words</i>	<i>Approx. No. of Basic Words Listed per Unit*</i>
2	228	85	11	10
3	366	72	25	12
4	383	58	38	14
5	409	43	68	15
6	388	24	49	15
7	418	27	71	16
8	416	22	64	16
Totals	2608	331	326	

*Including some of the most frequently misspelled words repeated or re-introduced from earlier books.

ORGANIZATION OF THE SERIES

Each book is divided into thirty-three units plus seven review lessons (in Book 2, Units 4, 10, 16, 22, 28, 34, 40). Every effort has been made to provide variety in unit format and content, in order to maintain pupil and teacher interest from unit to unit and year to year. The units are designed to encourage pupils to use new words in contexts of *their own* composition, but occasionally the words are introduced in a story context.

The Most Commonly Misspelled Words

Three hundred and thirty-one words, within the basic list, have been identified from a variety of studies as offering particular difficulty to many pupils. Special attention is given to the teaching and re-teaching of these words, as follows:

1. Each of the 331 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times, and approximately fifty "demons" are listed four times or more.
2. *In the pupils' texts* a list of all such words introduced in the series to date appears at the back of each book.

3. *In the teacher's handbooks* the teaching suggestions for each unit list any of these 331 words that are included in the unit, with a note as to whether the word is appearing for the first time or is being re-taught.

How To Study a Word

A page at the front of each pupils' text outlines the five steps in learning a new word. The steps are the same in all books, although necessarily in simpler form in the lower levels:

1. *Look* at the word.
2. *Think* about the word.
3. *Write* the word.
4. *Check* how you spelled it.
5. *Practise* spelling the word.

It is recommended that teachers direct pupils repeatedly to these steps, to the point where pupils apply them automatically.

Lists at the Back of the Pupils' Texts

1. Alphabetical listing of new basic and extra words for that book, showing the page at which each is introduced. (These are *not* dictionaries—pupils should be encouraged to make regular reference to standard dictionaries.)
2. Cumulative listing of words introduced in the series to date from the 331 most commonly misspelled words.
3. Reference tables of useful words, beginning at Book 3, as follows:

	3	4	5	6	7	8
Months, with abbreviations	x	x	x			
Days of week, with abbreviations	x	x	x			
Provinces and major cities			x	x	x	x
Measurements (metric)		x	x	x		

Tables of Word-Study Skills

The following tables summarize word-study skills as developed in the series. The process is a cumulative one, from the beginning of the series to the end. All of the skills indicated are important for correct spelling, but since all cannot be introduced at once and some become increasingly automatic as the pupil progresses, all are not accorded equal emphasis in every book. The degree of emphasis on specific skills in each book is indicated as follows:

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- major
- moderate
- minor (readiness, reinforcement, or review)

Care has been taken to correlate, wherever possible, the progressive development of word-study skills in this series with related skills being developed concurrently in widely used texts for reading and other parts of the language arts program.

I	Word Perception	2	3	4	5	6	7	8
1.	Recognizing words as visual symbols of ideas — associating printed and written words with known objects, actions, situations, ideas	●	Emphasized as basic throughout the series, the method of learning to					
2.	Seeing, hearing, and pronouncing the whole word	●	spell a word being repeated					
3.	Recognizing letters and combinations of letters, and their associated sounds, as integral parts of a word	●	and extended book by book.					
4.	Double letters	●	●	●	●	●	●	—
5.	Silent letters	●	●	●	●	●	●	●
6.	Double vowels and diphthongs	●	●	●	●	●	●	—
7.	Different sounds for the same letter combinations	—	●	●	●	●	●	●
8.	Same sound, different spelling	●	●	●	●	●	●	●
9.	Automatic mastery of certain words most frequently misspelled	●	●	●	●	●	●	●
II	Phonic Analysis	2	3	4	5	6	7	8
1.	Single consonant sounds —at the beginning of words	●	●	●	●	●	—	—
	—at the end of words	●	●	●	●	●	●	—
2.	Consonant blends	●	●	●	●	●	●	●
3.	Long and short vowels	●	●	●	●	●	●	●
4.	Vowel combinations	●	●	●	●	●	●	●
5.	Rhyming	●	●	●	●	●	●	—

III Structural Analysis

	2	3	4	5	6	7	8
1. Forming plurals							
—by adding s	●	●	●	●	●	—	—
—other forms	—	●	●	●	●	●	●
2. Dropping letters or endings	●	●	●	●	●	●	—
3. Adding endings (inflection)	●	●	●	●	●	●	●
4. Doubling letters and adding endings	—	●	●	●	●	●	●
5. Recognizing parts of a compound word, and building compounds	●	●	●	●	●	●	●
6. Forming new words by substituting initial consonants or consonant blends	●	●	●	●	●	—	—
7. Forming new words by vowel substitution	●	●	●	—	—	—	—
8. Prefixes	—	—	●	●	●	●	●
9. Suffixes (changing meaning, or part of speech)	—	●	●	●	●	●	●
10. Finding base words	●	●	●	●	●	●	●
11. Forming new words from bases	—	●	●	●	●	●	●

IV Dictionary Skills

	2	3	4	5	6	7	8
1. Letters of the alphabet	●	●	●	—	—	—	—
2. Alphabetical order	●	●	●	●	●	—	—
3. Vowels and consonants	●	●	●	●	●	●	●
4. Guide and key words	—	—	●	●	●	●	●
5. Syllabication and accent	—	●	●	●	●	●	●
6. Pronunciation	—	●	●	●	●	●	●
7. Finding meanings and shades of meaning	—	—	●	●	●	●	●
8. Using sentence context to select specific meaning of words	—	●	●	●	●	●	●
9. Synonyms, antonyms, and homonyms	—	—	●	●	●	●	●
10. Using dictionary to check spelling	—	●	●	●	●	●	●

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V Other Language Skills Correlated with Spelling

	2	3	4	5	6	7	8
1. Abbreviations	•	•	•	•	•	—	—
2. Capitals	•	•	•	•	•	•	—
3. Contractions	•	•	•	•	•	—	—
4. Correct usage of words (e.g., among/between)	—	—	•	•	•	•	•
5. Hyphens	—	•	•	•	•	•	—
6. Possessives	—	•	•	•	•	•	•
7. Parts of speech (beginning with nouns and verb usage)	—	•	•	•	•	•	•
8. Handwriting	•	•	•	•	•	—	—
9. Extension of vocabulary and meaning	•	•	•	•	•	•	•
10. Origins of English words	—	—	•	•	•	•	•

METHODS AND PROCEDURES

How can the teacher make the best possible use of The Macmillan Spelling Series? Specific teaching suggestions in the handbooks are provided for introducing and teaching the words, testing and checking, re-teaching and re-testing, and review. In addition, a great many principles for effective teaching and learning of spelling are built into the units themselves — for example, dictionary skills and usage are emphasized increasingly from book to book, leading toward independence in spelling. And, finally, the series introduces only those few generalizations that are widely applicable (e.g., *q* is always followed by *u*); as in phonic and structural analysis generally, the emphasis is on noting similarities rather than on rules.

PROVIDING FOR INDIVIDUAL DIFFERENCES

Individual pupils vary widely in ability to learn to spell, just as they do in other abilities. One-fourth of the pupils in a typical class will spell as well as the average child in the grade above, another one-fourth only as well as the average for the grade below. Spreads in achievement of from five to eight grades in a single classroom are to

be expected. Pupils also differ in motivation, intelligence, reading ability, handwriting, work habits, and other factors related to achievement in spelling. Clearly, then, if spelling instruction is to be effective it must take the differing needs of pupils into account. The most effective plan for meeting individual differences would appear to be some combination of grouping for spelling on the one hand and personal help or challenge to individual pupils on the other. The following points should be noted:

- Flexible grouping of pupils, according to their common needs, for teaching and re-teaching is a useful approach to providing for individual differences in spelling.
- Not all pupils should be required to do all the exercises in the pupils' text.
- Not all pupils can or should be expected to master all the words in the basic unit lists; poor spellers might concentrate on mastering the most commonly misspelled words and the basic literacy vocabulary at each level.
- Not all pupils need be at the same point in the text at the same time.

The Macmillan Spelling Series helps teachers to make use of a variety of techniques to meet the needs of pupils of varying levels of ability within a class group:

1. As much as possible, each of the pupils' texts has been made "self-directive", in that the individual pupil should be able to use the book profitably with a minimum of help from the teacher. It is to be hoped, of course, that this will not often be necessary.
2. Emphasis throughout on word-analysis and word-building, as well as on dictionary work of other kinds, is useful for all spellers and leads easily to enrichment for good spellers.
3. For good spellers extra words are included in many units, as well

* Among the lists consulted were: Dolch, E. W., *The 2000 Commonest Words for Spelling*, Champaign, Illinois: The Garrard Press, 1955; Hildreth, Gertrude, "A Writing Vocabulary for Children", appendix to her book *Teaching Spelling*, New York: Henry Holt and Co. Inc., 1955; Horn, Ernest, *A Basic Writing Vocabulary: 10 000 Words Most Commonly Used in Writing*, University of Iowa Monographs in Education #4, 1926; Rinsland, H. D., *A Basic Vocabulary of Elementary School Children*, New York: The Macmillan Company, 1945; Schonell, F. J., *The Essential Spelling List*, London: Macmillan and Co. Ltd., 1956; Thomas, Ves, *Teaching Spelling: Canadian Word Lists and Instructional Techniques*, Toronto: Gage Publishing Ltd., 1974; *A Concise Dictionary of Canadianisms*, Toronto: Gage Publishing Ltd., 1973; *New Brunswick Experimental Spelling Guide, Years 4 to 6*, 1974.

as extra exercises.* Because of space limitations the latter are included in the teacher's handbooks rather than in the texts (except in the review units).

4. Extra exercises* are similarly provided for poor spellers in the teacher's handbooks. Suggestions are made periodically as to diagnosis and remedial work for specific spelling difficulties. Repeated emphasis is placed upon the 331 most commonly misspelled words.
5. For very poor spellers a cumulative list of most commonly used words has been developed, showing the book in which each word was first introduced. (See A Basic Spelling Literacy Vocabulary at the back of each handbook.) This list includes only 442 words of all those studied throughout the series, yet these words account for up to 70% of children's writing vocabulary. Virtual mastery of this list should be possible for even extremely poor spellers, and should allow practically all pupils to arrive at a first level of spelling literacy.

*The extra exercises for both good and poor spellers are also available, without answers, as a set of spirit duplicating masters for each of the pupils' texts. This format is intended as a convenience to teachers who may not have the time to copy out the exercises from the handbooks (where the answers are included).

TESTS

A pre-test is included in each handbook except the one for Book 2, for possible use as the work of each book is begun. These tests are designed to help in the preliminary grouping of pupils for spelling instruction. A post-test, which may be administered at the end of the year's program, provides for the measuring of achievement.

Other tests included or suggested in the handbooks are evaluative devices for diagnostic purposes, to indicate something of the type and amount of work the individual pupil needs to do. When pupils are having trouble with spelling it is highly important that diagnostic and remedial work be undertaken as soon as possible to avoid the development of negative attitudes toward spelling. Apart from low intelligence and severe physical handicaps such as deafness or poor visual

perception, factors found to be most frequently associated with spelling difficulties include low reading ability, lack of motivation, defective or careless speech, and slow or unintelligible handwriting. A very common cause of poor spelling is poor study procedure. A useful first step in helping a pupil in difficulty, therefore, often is to ask how he or she goes about learning to spell a word.

FOR FURTHER STUDY

The following are selected references on spelling and the teaching of spelling. Each is itself a source of many further references.

FLOWER, G. E., "Research in Spelling — A Summary" in *Canadian Research Digest 3*, Summer 1959, Toronto: The Canadian Education Association (pp. 97-111).

HANNA, PAUL R., *et al.*, *Spelling: Structure and Strategies*, Boston: Houghton Mifflin Co., 1971.

HORN, THOMAS D., "Spelling" in *Encyclopedia of Educational Research*, 4th ed., New York: Collier Macmillan, 1971 (pp. 1282-99).

SCHONELL, F. J., *Essentials in Teaching and Testing Spelling*, London: Macmillan & Co. Ltd., 1955.

THOMAS, VES, *Teaching Spelling: Canadian Word Lists and Instructional Techniques*, Toronto: Gage Publishing Ltd., 1974.

George E. Flower

FOREWORD TO TEACHER'S HANDBOOK 2

At the beginning of Level 2, children have already acquired many communication skills. They have learned to laugh and to cry, to talk and to listen, to use body language and voice control. They have begun to read and to write. Generally speaking, they are now at a stage where they can recognize that they must be able to write correctly the words that they want and need for everyday use. This is an appropriate time to begin a formal spelling program.

The child's motivation is the most important aid to becoming a good speller, and it is for this reason that the word list in Book 2 consists of those words that are most often used by children at this level. You, the teacher, can do more than anyone to maintain children's pride and interest in spelling correctly, and both the pupils' text and this handbook are designed to help you in every possible way. Particular care has been taken to make the text easy for children to read, through the use of large clear type; interesting, through the use of stories, verse, puzzles, and a general use of words in contexts that are familiar to young children; and both rewarding and challenging, through the use of exercises designed for children at different levels of ability. The handbook supplies additional materials for you to use with your class. It also suggests specific ways in which you may use the text to achieve your immediate goal of having children learn to spell correctly the words in the list and - more important - to develop the self-confidence in writing that can contribute to a lifelong enjoyment of language.

The Introduction to the Series has provided information on a number of important topics, including teaching procedures, word-study skills, grouping, and testing - all of which are elaborated upon in the

Suggestions for Teachers throughout this handbook. Of particular relevance to the teaching of spelling at Level 2 are the following additional points.

STARTING THE PROGRAM

It should be possible to begin using the text in September, since most of the spelling words will have been taught as sight words in last year's reading program. Note, however, that a knowledge of the alphabet and the ability to print and to read simple directions are prerequisites. You may need to provide extra practice in printing for some pupils (a model alphabet is included in the text for convenient reference); pay particular attention to all pupils' printing and letter recognition during the early weeks of the program. Be sure, too, that you provide ample oral instruction and discussion of exercises before requiring pupils to work on their own, so that reading problems do not interfere with spelling activities.

It is suggested that you allot a short period each day (i.e., 15-20 minutes) for the formal teaching and learning of spelling, as primary children are more likely to remain interested and attentive through several short lessons than through fewer, longer ones.

ORGANIZATION

The 40 units of the text approximate the weeks of the school year and include a review in the fourth unit and in every sixth unit thereafter. The average class time per unit is therefore a week, but you may use more or less time depending on your pupils' abilities, problems, and interests. It is suggested that, with the possible exception of a unit such as the one on Christmas which you may need to take out of sequence, you follow the order of the units in the text; they parallel the seasonal

activities of the school year and, as well, contain a planned progression of skills and reviews.

It cannot be stated too often that, essential as we consider the formal teaching of spelling to be, every opportunity should be taken to integrate spelling with the other subjects in the curriculum, thereby reinforcing spelling skills and developing children's confidence. Many suggestions for such integration are contained in this handbook.

LEARNING AIDS

The very first lesson is none too soon to introduce, demonstrate, and have children practise the study steps for learning a word (p. 5 in the text). This is the single most important tool the child has for developing independence in spelling. Encourage children, too, to keep a personal spelling list of words in which they have made mistakes. Check these lists for accuracy and test children on them periodically. Children will also find it interesting and useful to keep a second list, one in which they record new words they want to be able to use - words they have looked up, words from other subject areas or from their own reading, etc. Make sure these lists are accurate and encourage children to draw on them in their writing, but do not include these words in tests.

"The Creature" is a recurring visual device in the text for presenting certain information in an appealing form (see note in the teaching suggestions for Unit 5).

A Skills Chart follows this foreword. It lists and gives the locations of the major skills developed in Book 2. You may find it useful for reinforcing individual skills since you can see at a glance where appropriate exercises are provided. Note that (due to limited space) the chart relates only to the basic exercises in every unit; the same skills are similarly deployed throughout the extra exercises in both the text

and the handbook. Note further that the skills listed with the teaching suggestions for each unit refer to the general categories represented on the chart - word perception, phonic analysis, structural analysis, dictionary skills, and other language skills correlated with spelling; refer to the chart to see what specific skill is the object of a particular exercise. Implicit throughout the text, and thus not included on the chart, are the skills of mastering the most frequently misspelled words, using the study steps, checking spelling accuracy, handwriting (printing), and extending vocabulary.

An obvious and important aid in spelling is the dictionary, and some references to dictionary use are made in both text and handbook. At this level, however, you should exercise caution. Most appropriate is a primary dictionary (illustrations may or may not be included) that gives only one or at most two meanings for a word. Teach only alphabetical order and the use of guide words, and adapt your pace to your pupils' understanding. Better spellers, of course, may be prepared to go on ahead, especially later in the year, and they should be encouraged and helped to do so.

TEACHING A UNIT

The basic procedure for introducing a unit, teaching the words, and testing is outlined in the Suggestions for Teachers for Unit 1. Many variations are possible within the basic procedure and some of these are pointed out throughout the handbook. The importance, however, of maintaining pupils' interest and satisfaction while helping them to achieve spelling mastery is consistently reflected in the teaching suggestions for all units. Remember that exercises should be assigned selectively - particularly those for below-average and above-average pupils. They should be assigned for a specific purpose - for skill reinforcement, for challenge,

or for fun, for instance - never as boring or superfluous busywork. (Note: The "Extra Help" and "For Good Spellers" exercises in this handbook are also available on duplicator masters with space for writing.)

THEMES

To catch pupils' interest and provide motivation, as well as to enable you to introduce a lesson in a context that is familiar to the children, each unit has its own theme. As well, all units in the text are grouped, to some degree, around seven general themes that parallel the natural flow of the school year. This should provide opportunities for you to correlate spelling with other areas of the school program. Some suggestions are made throughout this handbook - you will no doubt find other ways as well. Spelling is, of course, an integral part of the language arts, in that a general fluency of language is necessary for all. Take every opportunity to stimulate children's language, at the same time focussing on the spelling words to be learned. The notes and suggestions that follow may be helpful.

Units 1-4: Me

This theme, which is centred on the child as an individual, provides opportunities to develop children's self-esteem, particularly their confidence in using language, i.e., their ability to spell and write. In theme-related activities, use the list words in these units as the base for developing both spelling skill and self-confidence.

- Have pupils conduct interviews with their classmates. Establish a routine for questioning and obtaining relevant information, e.g., What is your name? Where do you live? Why do you go to this school? When is your birthday? How many people are in your family?

- Discuss your neighbourhood after taking a walk and noting special features such as plazas, churches, fire halls, parks, streets, etc.
- Follow up your walk with map-making; a simple, labelled map of the immediate neighbourhood is sufficient at this level.
- Develop a vocabulary bulletin board, with key theme words (including the list words) placed under the appropriate letters of the alphabet:

<u>Aa</u>	<u>Bb</u>	<u>Cc</u>	<u>Dd</u>	<u>Ee</u>	<u>Ff</u>	<u>Gg</u>	<u>Hh</u>	etc.
					family		house	

Theme-Related Review Activity

Have the children make cut-outs and label them or make shape booklets and write stories, using as many of the theme list words as possible; some topic suggestions: my family, my house, my friends, my pet, my favourite __.

Units 5-10: Special Days

Throughout the year there are many special days, which you will no doubt be observing in spelling and other classes as they occur. This theme provides the opportunity to outline the special days pupils can watch for, while focussing on those that occur during the study of these particular units: Thanksgiving, Hallowe'en, and Remembrance Day.

- As an oral activity, have children give you the special days that should be entered on one of two chalkboard or wall-chart calendars that will be maintained throughout the school year. The special days (with their specific dates for the current year) could include: New Year's Day, Valentine's Day, Easter, Last day of school, Canada Day, Civic Holiday, Labour Day, First day of school, Thanksgiving, Hallowe'en, Remembrance Day, Christmas, Boxing Day, Hanukkah, and any other days that are of special significance to your pupils.

- Similarly, on the second calendar enter the pupils' names in their birthday months. Recognition of birthdays can then be made at the appropriate times, such as singing Happy Birthday or making a class card for a month's birthday children. Conduct these activities now for those children who have had birthdays since the end of last school year.
- Let partners play a Hallowe'en version of the old spelling game Hangman by hanging a skeleton instead. One child thinks of a word and on the board or on a piece of paper draws a line of dashes equal to the number of letters in the word he or she has in mind. The other child guesses what letters are in the word. For every letter guessed that is not in the word a part of the skeleton is added, to hang from the gibbet. Every letter guessed that is in the word is entered on a dash; when a word is successfully completed, the guesser becomes the questioner.

Theme-Related Review Activity

For a team competition, draw on the chalkboard a Thanksgiving apple, a Hallowe'en pumpkin, a Remembrance Day poppy, and a birthday cake. Divide the class into four teams (the Apples, the Pumpkins, etc.) of approximately equal size. Pronounce a word from the list in any of these six units. Have the leader of each team write the first letter of the word on the board, under the team's symbol. The leader then runs and gives the chalk to the second member of the team who writes the next letter, and so on until the word is completed. The first team to complete the word correctly is the winner. Give the winning team a point and continue the game until one team has five points.

Units 11-16: Christmas Time

The units centre on sharing, shopping, giving, and Christmas fun; it should be possible to integrate the

theme with other language arts activities and art and music classes. It is not necessary to touch on the religious aspect of Christmas; indeed, in some schools the teacher may wish to include Hanukkah or other activities. Whatever the approach, make sure the spelling words for these units are emphasized.

- A group of children may produce on tape, or "live", the song in Unit 13. They can make up a tune or use a tune they know, or use background music. They can use percussion instruments. They may want to make up other songs or poems.
- Have children cut items from a Christmas catalogue to make a store window display. To start with the spelling words in these units, they can label the (toy) store, a (Christmas) tree, things to play, bake set, train, doll, ball, story (books), etc. Have the children add prices if you wish to integrate the activity with arithmetic, e.g., How many of these things could you buy for \$2.00? What are they?
- Use the window display as a spelling game. One child chooses a word in the window to spell, e.g., "starting with d", and asks a second child to guess the word; the second child chooses another child to spell the word (doll) and if the third child spells it correctly he or she chooses another child to start the game again.

Theme-Related Review Activity

Have children print the words Christmas holidays down the side of their paper, and use each letter in the words as the beginning of another word. Each word correctly spelled is worth a point, but every word that is in any of the word lists for these units is worth two points.

Units 17-22: Winter Activities

Most children enjoy the excitement that comes with the change of season. They are aware that not only is the

weather changing but also their clothing, their leisure activities, their eating patterns, and their chores. The winter theme and the words in these units can be quite easily integrated with your science, social studies, arithmetic, and language arts programs.

- If your school is holding a winter carnival, or if your class wants to plan one (either real or imaginary), the spelling/writing/language component could include the listing of events, the mapping of the route or site, letters of invitation, announcements, advertisements, posters, menu for the refreshment booth, costs involved, records of results in the etc. Spelling words from these units that could be used include day, white, night, snow, first, last, blue, fast, out, down, fun, morning, big, play, up, on, look, over, little, to, with, here, etc.
- Follow-up or descriptive activities could be the making of booklets, charts, murals - again, using list words wherever possible.
- Pupils in pairs, or individuals can play this game. One pupil writes a "winter" word such as snowman or toboggan across a page or on the chalkboard. Children take turns writing words that build on the letters of this word or others, as shown below. Have them look first in these word lists for suitable words.

							f
		t					u
s	n	o	w	m	a	n	
	i			i			
	big			look			
	here			k			
	t						

Theme-Related Review Activity

Have each pupil prepare a page for a class Winter Catalogue, with a cut-out or drawn picture of an item, a description written by the child, and a price.

Challenge children to use as many words from these lists as they can in their description. For instance, the picture of a snowman could be accompanied by: Look! Made this morning! Our little white snowman won't last. Play with it now! Encourage children to include both real (clothes, sports equipment, etc.) and imaginative (snow fort, ice palace, holiday fun, etc.) items.

Units 23-28: Friends

Friendship, in the contexts of special occasions (Valentine's Day), playmates, and family (Unit 27), links these units.

- Oral activities are important in the development of vocabulary and the expanding of children's horizons. Conduct a discussion about different kinds of friends, e.g., children we play with, people who help us (police officers, doctors, teachers, etc.), animals, books, and so on. List these on the chalkboard as they are mentioned, perhaps using the headings People and Others. This can supply ideas if you assign the following activity.
- Have children write and illustrate a story or verse on the theme of friendship (e.g., *My Friend and I*, or *My Best Friend*), using list words as the stories and verse in Units 23, 25, 26, and 27 do. Encourage children to look at the word lists in this group of units for ideas and vocabulary.

Theme-Related Review Activity

Reinforcing the idea of playing together, have a class game of Bingo (see the teaching suggestions for Unit 22), using twenty-five words from these six units.

Units 29-34: Spring

During this period of changing weather and new life, your science program may offer opportunities to integrate this spelling theme. A nature walk or a farm

visit, for instance, could be followed up with the making of lists of things seen, contrasts between winter and spring, and so on. Include whenever possible the spelling words - for example, a chart heading could be What We Saw (or Found) Today.

- Tap game: Choose a word from any of these lists, e.g., baby, and have a child repeat the word. The child then taps for each of as many letters of the word as he or she chooses, and a classmate has to say on which letter he or she stops; for two taps, the answer would be a. If the answer is correct, that child becomes the tapper for the next word you choose. This game can also be played by partners who take turns asking each other a word.
- Challenge pupils to write a story using at least one word from each of these unit lists. Stories may be about spring, or Easter, or holidays.
- If Easter occurs during the study of these units, discuss it in whatever context you feel is appropriate for your class. Similarly, spring (or "winter break") holidays may afford opportunity for discussion or writing.

Theme-Related Review Activity

Word-Building: a game for partners. At the board, or on paper, one child writes a word from these lists. The partner uses the last letter of the word as the first letter of another list word, as shown below. (If a suitable list word cannot be found, a child may use any word that fits.)

know

e

r

eight

h

e

i

robin

(etc.)

Units 35-40: Summer

Pets, travel, safety, and holidays should provide numerous occasions to integrate the remaining spelling units with your social studies, language, or other programs.

- A summer field day, similar to the winter carnival activity suggested earlier, could be planned by your class. A labelled map of the playground, lists of events, and times of events could be included. Words from these unit lists that might be used include: once, time, teacher, school, now, long, there, every, run, them, goes, third, out, take, people, morning, etc.
- Follow-up activities can include labelled drawings, lists of results of the events, and stories.
- Conduct a discussion of different kinds of holidays - in your own town or in another town, in the country, camping, etc. - and different summer activities in the context of safety. Encourage the use of list words in stories or posters.
- Canada Day, July 1, occurs after the school year finishes. Pupils can make flags, poems, stories, pictures, or songs now, to take home with them.

Theme-Related Review Activity

Glance back over the theme-related review activities suggested for the previous themes. Choose the one that has proved most popular with your class and adapt it for use with the theme of summer and these particular word lists.

SCOPE AND SEQUENCE OF SKILLS

BOOK 2

SKILL	UNIT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PHONIC ANALYSIS																
Initial consonant sounds		*	*				*			*		*	*			
Consonant blends			*							*			*	*		*
Consonant pairs (digraphs)				*			*						*			
Long vowels						*			*	*	*	*	*			*
Short vowels		*				*			*		*		*			
Vowel combinations					*	*	*			*			*			
Different sounds, same spelling					*			*		*			*			
Same sound, different spellings					*	*	*			*	*		*	*		*
Silent letters				*	*	*	*		*				*		*	
Rhyming		*	*			*	*		*	*	*	*	*	*	*	
STRUCTURAL ANALYSIS																
Plurals																*
Vowel substitution																
Consonant substitution		*	*			*	*				*		*			
Double letters												*				*
Prefixes													*			
Suffixes				*			*					*	*	*	*	
Base words				*											*	
Compound words					*		*	*			*		*			
Syllabication and accent																
Abbreviations																
Contractions																
WORD MEANINGS																
Antonyms			*					*				*	*			
Homonyms							*									
Affixing meanings			*	*	*	*	*	*	*	*	*		*	*	*	*
Shades of meaning							*			*			*			
Comparatives												*				
Possessives																
DICTIONARY SKILLS																
Alphabetical order		*				*		*								*
Guide and key words																
Pronunciation									*							
Checking spelling																
RELATED LANGUAGE SKILLS																
Correct usage							*			*		*		*	*	
Parts of speech					*		*					*	*	*	*	
Word origins																
Proofreading																
Writing sentences			*	*	*		*			*	*		*	*	*	*
Creative writing		*			*		*	*		*	*	*	*	*	*	

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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UNIT 1

SUGGESTIONS FOR TEACHERS

(Units 1-4: Me; see Themes section in the Foreword)

At the beginning of the spelling program, not all of your pupils will have attained the same level of reading proficiency. Since recognition of the letters of the alphabet is a prerequisite of spelling, you will want to make sure that your pupils possess this skill. For example, as an oral exercise ask pupils which words in the list have a, which have m, which have n, etc. Some pupils may need extra practice and this will no doubt be a factor in your preliminary grouping of children for spelling classes. For these first few units at least, however, provide for all pupils activities that will reinforce their reading skills as they relate to spelling. Such activities might include the printing of words from the unit list on the chalkboard and having children read out the letters aloud, or the finding of a word in the list that begins with a certain letter. Other approaches are provided in the exercises.

Of almost equal importance as a spelling tool is the ability to print letters legibly, and this too is a skill in which you may need to provide extra practice for some pupils. Relate printing practice to the words in the list; for example, have pupils print the words that have m or n, to make sure they know the difference; let them practise children, grade, I, and school, paying especial attention to the risers and descenders. All pupils should frequently be reminded that a writing error becomes a spelling error. Refer them as necessary to the model alphabet at the beginning of their textbook.

The basic procedure for teaching a unit is outlined here, but may be applied to every unit in the text. (It may, of course, be varied by you at your discretion.)

Introduce the unit, using the theme - in Unit 1, "Me" - to arouse interest and provide motivation, suggesting, for instance, that when we want to tell someone about ourselves, these are some of the words we will need. After a general discussion, present the words to be studied, preferably by working through the exercises orally with the class, to ensure that all pupils understand what is required of them. At this stage of the program, have everyone do all of the regular exercises in the unit, so that you can evaluate the children and group them. Correct written work; and have pupils write correctly the words in which they made errors. Test all pupils by dictating the words. Those pupils who correctly spell all of the words should be assigned exercises in "For Good Spellers", or related language work. Re-teach the words that are causing difficulty to those children who misspelled them, using the "Extra Help" exercises or an approach of your own. The important thing is to use an approach that is different from that of your initial presentation. For instance, if you first emphasized the meanings of the words in the list, in re-teaching emphasize structural features - and vice versa. After re-teaching, re-test, and excuse from further teaching the children who can now spell the words correctly. Repeat this sequence until all, or nearly all of the children can spell all of the words. (If some difficulties persist for a few children, make note to provide extra practice in the following weeks.) Start with this first unit to refer pupils to "How To Study a Word" on page 5 of their text, and have them begin a "Personal Spelling List" of words in which they have made errors.

The exercises for Unit 1, in the text and in the handbook, are based on both the meaning and the structure of the words. When you are emphasizing meanings, provide opportunities for the use of the words in context (e.g., Exercise 1 in the text), and activities such as finding opposites. In a structural approach, giving rhyming words or changing first or last consonants to make new words are useful activities and ones

that most children enjoy. Whenever possible, group for teaching words that have common structural features (e.g., grade, me, name end with e; children, grade begin with two consonants; am, me have two letters; etc.). This requires children to look at and think about the arrangement of letters in words, an important spelling aid and essential for remembering the spelling of a word such as school. A phonetic approach may help the young reader to decode school, but it will not enable the young speller to decide whether the word he or she wants to write should be spelled skule, scool, skool, or some other way that is also compatible with English spelling principles. The correct spelling of some words must be learned simply through frequent use and memorization.

Most commonly misspelled words appearing for the first time: am, children, grade, name, school.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3; Phonic Analysis, Ex. 4; Dictionary, Ex. 5.

ANSWERS TO EXERCISES

1. Be sure children understand what is expected of them. Check sentence form.
2. (a) a, c, g, l, m, n, s; (b) l; (c) children
3. (b) ham; (c) jam
4. tame, lame, same, game, etc.
5. (a) me; (b) am
6. across: grade; down: name

EXTRA HELP

1. Write the words in the list
 - that have the letter a in them. (am, grade, name)
 - that have the letter e in them. (children, grade, me, name)

2. Write these words in capital letters: children, name, school. (CHILDREN, NAME, SCHOOL)
3. Which word in the list is always written with a capital letter? Use it in a sentence. (I)
4. Write the word grade. Take off gr and put on m. What word have you made? (made)
5. Write the word school. Draw a box around the two letters that are the same. (school)

FOR GOOD SPELLERS

1. Which word in the list has the sound of k spelled with different letters? (school)
2. Use these beginnings to write whole sentences.
 - . I am . . .
 - . The children . . .
 - . My school . . .
3. Look closely. Find two small words in the list inside another word in the list. Write the two small words and the word you see them in. (am, me; name)
4. One word in the list has more than one meaning. One of its meanings is hill. Use the word in a sentence to show this meaning. (grade)

UNIT 2

SUGGESTIONS FOR TEACHERS

During an introductory discussion about families, write the words in the list on the chalkboard as they occur, and have pupils spell them aloud. You may wish to extend this general discussion to include the making of family charts in Exercise 1.

Discuss all exercises orally before requiring pupils to write. Explain the concept of alphabetical order before assigning Exercise 2, for example, making reference, if you wish, to the basic format of a dictionary. (At this stage, limit your teaching of dictionary skills to alphabetical order, referring only to initial letters and using a primary dictionary.) Exercises involving opposites and rhyming words extend vocabulary and reinforce sound and spelling patterns, but remember that your main concern is to teach the correct spelling of the words in the list. Mastery of additional words will occur in proportion to pupils' interest in and general facility with language.

Remind children to print carefully (mother, brother, father provide practice with th, she with sh, for example), and to speak clearly and listen closely in order to distinguish the sounds that letters make (note, for instance, that mother and brother rhyme and that th has the same sound in those words and in father as well).

Correct the written exercises, test, re-teach and re-test as necessary, using the alternative approaches to the words that are provided in the extra exercise materials.

Most commonly misspelled words appearing for the first time: boy, brother, father, mother.

Skills developed in the basic exercises: Word Perception, Ex. 1; Phonic Analysis, Ex. 4, 5; Structural Analysis, Ex. 4; Dictionary, Ex. 2, 3; Other, Ex. 6.

ANSWERS TO EXERCISES

1. Check charts for accuracy.
2. brother, father, girl, he, mother, sister
3. he-she, mother-father, sister-brother, boy-girl
4. toy, joy

5. (a) he, she; (b) brother
6. Check spelling and sentence structure.

EXTRA HELP

1. Write the words in the list
 - . that have th in the middle. (mother, brother, father)
 - . that end in er. (mother, sister, brother, father)
2. . Write the word mother.
 - . Change the m of mother to br and write the new word. (brother)
 - . Take the br off your new word. What word is left? (other)
3. Make two columns. Put she at the top of one, and under it write all the words in the list that she could mean. Do the same with he in the other column. Write your own name in the correct column. (she: girl, mother, sister; he: boy, brother, father)

FOR GOOD SPELLERS

1. . Make new words by taking the er off brother and mother. (broth, moth)
 - . Are the sounds of o and th in the new words the same as in the old words? (no)
 - . Use one of the new words in a sentence to show what it means.
2. Write the word grand in front of two words in the list to make new words. (grandmother, grandfather)
3. . What word names all of the people in your family - people who are related to you? (relatives)
 - . Which of these words could be named by the word you just wrote: uncle, lady, grandparent, neighbour, aunt, friend, cousin? (uncle, grandparent, aunt, cousin)

UNIT 3

SUGGESTIONS FOR TEACHERS

The discussion of families in the last unit can be continued to introduce this unit, with children being encouraged to offer their ideas on the nature of home, kinds of homes, and family roles.

Continue to emphasize letter recognition (note especially and make sure children, when printing, distinguish between v in live and u in house), and consonant substitution to make new words. Provide opportunities to use the list words in context, as in Exercise 4, and to listen to their sounds, which is the point of rhyming, as in Exercise 3. You may wish to point out some of the additional structural similarities that form the basis of "Extra Help" exercises. In fact, in this unit and any other, you may wish to draw on either "Extra Help" or "For Good Spellers" to supplement or reinforce the basic exercises. It is not intended that all exercises be done by all pupils, whether basic, extra, or enriched. You, with your unique knowledge of your pupils' capabilities and interests, can best select for them the most appropriate combination of materials. It is recommended, however, that you follow consistently the suggested pattern of correcting, testing, re-teaching and re-testing. It is important for you to be aware of pupils' progress or difficulties, and to be in a position to regroup them as necessary.

Most commonly misspelled words appearing for the first time: her, his, house, the.

Skills developed in the basic exercises: Word Perception, Ex. 1; Phonic Analysis, Ex. 2, 3; Structural Analysis, Ex. 2; Dictionary, Ex. 4, 5, 6; Other, Ex. 6.

ANSWERS TO EXERCISES

1. house, home, is, live
2. hit, him, hip
3. (a) house; (b) live; (c) is
4. (a) daddy; live
5. (a) the home, the house, the daddy; (b) her home, her house, her daddy
6. (a) daddy; (b) home; (c) live; (d) her; (e) is
7. Hold a discussion before asking children to write. Always check sentences for accuracy and encourage creative thinking. You may wish to have children read their answers aloud in groups of three or four.

EXTRA HELP

1. Write the words in the list that begin with h. (her, his, home, house)
2. Which words have
 - . two letters? (is)
 - . three letters? (her, his, the)
 - . four letters? (home, live)
 - . five letters? (daddy, house)
3. Write the words that have
 - . an s that sounds like z. (is, his)
 - . silent e at the end. (home, live, house)
4. Which word in the list begins with the letter that comes
 - . after c? (daddy)
 - . after k? (live)
 - . before j? (is)
 - . before u (the)

FOR GOOD SPELLERS

1. . If the opposite of the word father is mother, what is the opposite of daddy? (mommy or mummy)

- . What are some other names for parents? (mom, dad, ma, pa, etc.)
2. People live in many kinds of homes. Under home, write the words from this list that name places to live.
apartment office duplex cabin shed trailer
garage
 (Accept answers pupils can justify.)
3. Which word in the list has two meanings and two pronunciations? Write a word that rhymes with each pronunciation of the list word. (live: give, dive)
4. Write a Short Story
 Look at the picture on page 15. Pretend you live in the house with the blue roof. What is it like having that spooky-looking house next door? What strange things have happened there?

UNIT 4 (Review)

SUGGESTIONS FOR TEACHERS

A review unit has been provided early in the text because it is important, with primary pupils, to make an early assessment of - and to frequently re-assess - their spelling performance, noting as well any reading or printing difficulties that may be hindering them. The immediate purpose of such an assessment, of course, is to enable you to group and re-group pupils for the most effective teaching and learning environment possible. The provision of three levels of exercises in the program, for average, below-average, and above-average pupils, is intended as an aid to you in achieving this purpose.

To make the best use of a review unit, pre-test all

pupils by dictating all of the words in the review list in context - not all at once, however; break up the list into at least two and possibly three or more sections, depending on your class's ability and concentration level. Excuse from further teaching of the list those who have all, or all but one of the words correct. Assign them "For Good Spellers" and/or related language work, while you re-teach the words that were misspelled, using "Extra Help". Eliminate from re-teaching words in which there are no further errors, and excuse pupils as they attain mastery of the whole list. Have all pupils take the final dictation, and continue to work with - or note for further assistance - those pupils who still have difficulty.

In a review unit such as this, the words you have been noting from previous units as being ones that pupils have trouble with, should be added to the review list (although in this particular review unit all words listed so far in the text are included).

The exercises in Unit 4 require the grouping of the words for study in a variety of ways. You may wish to expand these, or to use alternative methods such as grouping the words by long and short vowel sounds (e.g., short a in daddy, am; short i in live, is, his, sister; long e in me, he, she, the). The important thing is to make sure that spelling is not allowed to become boring drudgery. For this reason, also, games and puzzles appear throughout the text and in this handbook - they should be adapted for use at any point in the text when you feel they will reinforce learning or simply add enjoyment to the program.

(For a theme-related review activity, see Themes section in the Foreword.)

Most commonly misspelled words repeated: am, boy, brother, children, father, grade, her, his, house, mother, name, school, the.

Skills developed in the basic exercises: Word Perception, Ex. 2, 3, 4; Phonic Analysis, Ex. 1, 3; Dictionary, Ex. 1, 5, 6; Other, Ex. 7.

ANSWERS TO EXERCISES

1. (a) me, mother; (b) brother, boy
2. (a) I; (b) children
3. he, she
4. she, mother, brother, daddy, children
5. the daddy, mother, girl, sister, home, children, name, grade, school, brother, father, house, boy
6. (a) school; (b) Her, his; (c) She, He, is; discuss reason for capitals
7. Children's stories should always be read - by you, for checking and encouragement, and by the children themselves, individually or in small groups. An atmosphere of acceptance and helpfulness in the classroom will be most helpful to children's creative efforts. All spelling errors should be noted, but re-study and practice only of words in the list should be required.

Extra Help

1. (a) am; (b) grade; (c) I; (d) name; (e) house; (f) live
2. he, her, his, home, house; she, sister, school; girl, grade
3. boys, girls, sisters, brothers
4. me, he, am, is
5. (a) long e; (b) y; (c) e; (d) me, he, she, daddy, the
6. Check sentences. You may wish to have pupils display their pictures.

For Good Spellers

1. (a) Mary lives in a house. (b) It is her home. (c) Her sister takes her to school. (d) She plays with the boys and girls at school.
2. (a) uncle; (b) aunt
3. live; short i, long i
4. e.g., prince, brother, daddy, uncle, grandfather; sister, mommy, aunt, grandmother, lady
5. Group discussion might precede writing in this exercise.

UNIT 5

SUGGESTIONS FOR TEACHERS

(Units 5-10: Special Days; see Themes section in the Foreword)

A number of approaches to the learning of the basic numeral words are suggested in the text and handbook. You may also wish to relate the words to arithmetic classes during the week they are being studied - by having pupils write both numbers and words wherever feasible, for instance.

The special difficulties to watch for in this group of words are the non-phonetic spellings of one, two, and eight, and the ou spelling of the long o sound in four. Provide many opportunities for your pupils to write, and thus remember, these words. Do not, except perhaps with good spellers, discuss homonyms for one, two, four, and eight (although you will have to deal with them if children themselves raise the issue).

Be sure that pupils understand what is meant by short and long vowel sounds; many exercises throughout the text use these convenient terms, and auditory and visual recognition of vowel sounds are aids both to reading and spelling.

The first of a number of "Creature" messages appears in this unit. These messages consist of generalizations, insofar as these can be made, and statements worth remembering. You may wish to create a "Creature Corner" on a chalkboard and list these messages as they occur; additional examples can be added (e.g., the other number words in this unit) so that the Creature Corner is a useful resource for review throughout the year.

Most commonly misspelled words appearing for the first time: one, two.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 7; Phonic Analysis, Ex. 3, 4, 5, 6; Structural Analysis, Ex. 4, 5.

ANSWERS TO EXERCISES

1. (a) eight, seven, three, nine, ten; (b) one, two, five, six, four
2. 2, two; 3, three; 4, four; 5, five; 6, six; 7, seven; 8, eight; 9, nine; 10, ten
3. (a) four; (b) ten; (c) nine; (d) five; (e) three; (f) eight
4. (a) short; (b) mix, fix
5. (a) short; (b) den, men
6. one, eight
7. (a) five plus one equals six; (b) one plus nine equals ten; (c) three plus two equals five; (d) seven plus three equals ten; (e) two plus eight equals ten; (f) six plus four equals ten

EXTRA HELP

1. Write the name for each of these numerals: 5, 6, 8, 7. (five, six, eight, seven)
2. Look at page 21. Write the numeral words that tell
 - how many candles are on the cake. (eight)
 - how many candy flowers are on the cake. (seven)
3. Find and write the three pairs of words in the list that have the same beginning sound. (five-four, two-ten, six-seven)
4. Write the words that have
 - one vowel. (two, six, ten)
 - two vowels. (one, five, nine, three, seven, four, eight)

FOR GOOD SPELLERS

1. Make new words by adding th to the end of these words.

- . six (sixth)
 - . seven (seventh)
 - . ten (tenth)
 - . four (fourth)
2. Which word in the list do you see in each of these?
 - . tennis (ten)
 - . eighty (eight)
 - . fourteen (four)
 - . bone (one)
 - . thirty-two (two)
 - . fifty-seven (seven)
 3. Make a new word by adding ty to nine. To what other words in the list can you add ty to make new words? (Warning: Don't let four fool you!) (ninety; six, seven, eight)
 4. Finish each sentence with a word that sounds like a word in the list but is spelled differently. Write the list word too.
 - . We every one of the sandwiches. (ate-eight)
 - . Our class two prizes on Field Day. (won-one)

UNIT 6

SUGGESTIONS FOR TEACHERS

The unit could be introduced by discussion of harvest time, Thanksgiving if that occasion is near, the picture, and the verse. Discussion of harvesting in the past or in other lands could relate the unit to your Social Studies program.

Opportunities to extend vocabulary and make new words are provided in the exercises. Rhyming and consonant substitution also serve to draw attention to structural similarities and contrasts - in Exercise 3, for instance, the rhymes suggested for me might be we and sea or see; pointing out the different spellings of the long e sound will focus pupils' attention on the letters of the words and thus help them to remember.

The term plural is introduced and explained in this unit. While linguistic terminology has been kept to a

minimum for this level, pupils should become familiar with a few convenient terms such as singular and plural. Understanding the concept of singular and plural is, of course, more important than terminology; try to create situations involving conversation that can be utilized to reinforce the concept - only one teacher, lots of pupils is, for instance, a visible situation conveniently at hand.

Alphabet recognition receives further attention in this unit. If some pupils still lack confidence in this area, provide practice with exercises involving the letters that come before and after other, specified letters. For example, have children write the letter that comes after v and then write the words in the list that have that letter (we, work). Continue to emphasize care in printing, always relating practice to the list words.

Most commonly misspelled words repeated: am, name, the; appearing for the first time: have.

Skills developed in the basic exercises: Word Perception, Ex. x-1, 1, 2; Phonic Analysis, Ex. 1, 3; Structural Analysis, Ex. 4; Dictionary, Ex. 5, 6.

ANSWERS TO EXERCISES

table, we, work, have, put, the

1. (a) am, and; (b) am, and
2. land, sand, band, hand
3. we or the; she, he, see, sea, etc.
4. tables, names
5. the first letter; am, have, name, put, table, work
6. work, have, put, we, am, the

EXTRA HELP

1. . Write am. Then write these letters in front of am to make new words: j, h, sl. (jam, ham, slam)

- Write name. Then change the beginning sound in name. Use these letters: s, g, t, fr. (same, game, tame, frame)
- 2. Write the word the in front of every word in the list that it can go with. (table, work, name)
- 3. Which words from the list would complete these sentences?
 - Sam ___ Mary picked the peaches. (and)
 - Those pears are the best ___ ever had. (we)
 - Did Gary ___ the ladder away? (put)
 - Let's ___ apple pie for dinner. (have)
- 4. Find me in the list.
 - People eat on me and write on me. What am I? (table)
 - Everybody has two of me and most people have more. Nobody can buy me at the store. What am I? (name)
 - Some people enjoy me. Others would rather play. What am I? (work)

FOR GOOD SPELLERS

1. Write the extra word. Now write it without the s. How many apples does the new word mean? (apple; one)
2. Can you name three things to eat or drink that are made with apples? (applesauce, apple cider, apple pie, etc.)
3. • What one word could you use to name apples and peaches and pears? (fruit)
 - List five other things that could be named by the word you just wrote. (grapes, cherries, strawberries, currants, oranges, etc.)
4. What is the name of the place where fruit trees are planted? Write the plural form of the word too. (orchard, orchards)
5. Look backwards and forward to find the five words from the list. Write the words as you find them.

e	l	b	a	t	s
a	j	n	a	m	e
z	k	r	o	w	p
g	h	a	v	e	h
l	q	m	d	n	a

(table, name, work, have, and)

UNIT 7

SUGGESTIONS FOR TEACHERS

Most children are interested in pets. A general discussion of pets pupils have or have known could make a lively introduction to the unit. Throughout the unit study, you might encourage children to bring in or draw pet pictures. The unit could be related to your reading program. You might also have children make suggestions for a chalkboard list of familiar, unusual, and even imaginary pets.

The main focus of the unit study, of course, should be on learning to spell the words in the list. Features you may want to note are the short a in cat and hat, as in am, daddy, have, and and, already studied; the short u in us and funny and the long u sound in new; y spelling the long e sound in funny and y as one of a vowel pair in boy. People and said are words that many children find difficult to spell; present them in as many different ways as you can devise, providing numerous opportu-

nities for writing them. It is to assist you in this that the most commonly misspelled words are listed more than once in the text and presented each time as new words.

Most children enjoy riddles, and riddles help them to become aware of the specific meanings of words. You may want to make up riddles for list words, such as those in Exercise 6, at any time, as a useful and enjoyable activity. Children, too, can make up riddles and present them to each other in pairs or small groups.

Most commonly misspelled words repeated: boy, brother; appearing for the first time: people, said, us.

Skills developed in the basic exercises: Word Perception, Ex. 1; Phonic Analysis, Ex. 2, 3, 4; Structural Analysis, Ex. 3; Dictionary, Ex. 1, 6; Other, Ex. 5, 7.

ANSWERS TO EXERCISES

1. (a) cat; (b) funny, boy, brother, cat, hat, new; accept reasonable answers
2. (a) cat, hat; (b) at
3. Elicit as many words as possible, e.g., hat, bat, fat, mat, sat, rat, pat, vat, brat
4. (a) funny; (b) boy; (c) no; (d) brother; (e) us; (f) people
5. Discuss and check proper punctuation, but emphasize the correct spelling of said.
6. (a) people; (b) funny; (c) new
7. As usual, read and comment on the stories; share them by having them read aloud by individuals or silently in small groups.

EXTRA HELP

1. . Which word in the list has a short e sound? Draw a line under the letters that spell the short e sound. (said)

- . Which word has two p's and two e's and two silent letters? Circle the two silent letters. (people)
- 2. Word Puzzle
The answers are in the list.
 - . A dog will chase it. (cat)
 - . Your parents' son is your _____. (brother)
 - . Do people have four legs? (no)
- 3. . Which word in the list begins with a vowel? (us)
. Write the words that end with y. (boy, funny)
- 4. Put into alphabetical order the four words in the second column of the list. (cat, hat, new, said)

FOR GOOD SPELLERS

- 1. . Write the extra word bat and its plural form. (bats)
 - . Use bat in two sentences to show two things it could name. (stick or paddle used for hitting a ball in games; flying mouse-like mammal)
- 2. . Write the extra word fat and the word that is opposite in meaning. (thin)
 - . Add e to fat and use the new word in a sentence. (fate)
- 3. Unscramble these groups of words to make sentences.
 - . cat funny the people likes fat (The fat/funny cat likes funny/fat people.)
 - . the to give bat boy the (Give the bat to the boy.)
- 4. People work at many things. Write the word people and then list five kinds of working people - for example, farmers. Check your spelling in a dictionary. (e.g., firefighters, police officers, teachers, lawyers, caretakers, doctors, nurses)

UNIT 8

SUGGESTIONS FOR TEACHERS

Children usually have many Hallowe'en experiences to share. Encourage them to expand their own spelling lists and have them contribute to a class chart of Hallowe'en words for reference during creative writing activities. (Do, however, encourage children toward independence in spelling by referring them whenever feasible to a dictionary, as suggested in Exercise 6.)

Exercise 2 is intended to elicit from pupils the spelling statement that forms the the Creature's message. Have children give you other words that end as happy does. Have them listen for vowel sounds in a variety of words, e.g., happy, scary, goblin, witch, Canada. Activities, such as clapping or stamping, will reinforce this listening skill. Be sure to emphasize careful pronunciation of vowel sounds in words that have more than one; this will help pupils to spell correctly and is a preparation for syllabication at the next level of the spelling program.

Follow the usual procedure of presenting the words, assigning and checking exercises, testing, re-teaching as necessary, and re-testing. In re-teaching, you may want to point out the vowel pair in house, and the different sounds and spellings of the final consonants in dress and was. In dictating, always be sure that you, too, pronounce clearly the words to be spelled.

Most commonly misspelled word repeated: house;
appearing for the first time: are, was.

Skills developed in the basic exercises: Word Perception, Ex. 3, 4, 5; Phonic Analysis, Ex. 2; Dictionary, Ex. 1, 2, 5; Other, Ex. 6.

ANSWERS TO EXERCISES

1. house, are, dress, see, was, happy
2. (a) two; (b) long e; (c) daddy, funny
3. happy, see, dress
4. are, house
5. Accept children's answers.
6. Encourage children to make constructive comments on each other's stories. Note spelling errors in new words but emphasize and require correct spelling of the words in the list. Be sure that children spell correctly all words that they add to their own spelling lists.

EXTRA HELP

1. Write the words in the list that
 - . have five letters. (happy, house, dress)
 - . end with silent e. (are, house)
2. . If it rained on Hallowe'en night, would you be happy or unhappy? (Accept reasonable answers.)
 - . If you collected a big bag of treats, would you be happy or unhappy? (Accept reasonable answers.)
3. Write the word from the list that would complete each sentence.
 - . The haunted is empty. (house)
 - . The old witch wore her new . (dress)
 - . She happy on Hallowe'en. (was)
4. Which words in the list rhyme with these?

. mouse (house)	. bee (see)
. car (are)	. press (dress)

FOR GOOD SPELLERS

1. Write happy and five more words that name feelings. (e.g., sad, great, hungry, afraid, hurt, cold, excited, pleased; have pupils discuss answers)

2. Using was or are, write sentences beginning:
- . Hallowe'en The moon . . .
 - . The witches The children . . .
3. The word dress can name something to wear. What are the names of five other things to wear? (e.g., pants, shirt, shoes, hat, coat)
4. Your Five Senses

The word see tells what you do with your eyes. What do you do with your ears, nose, mouth, and fingers? Write your answers in chart from.

<u>eyes</u>	<u>see</u>
<u>ears</u>	<u>(hear)</u>
<u>nose</u>	<u>(smell)</u>
<u>mouth</u>	<u>(taste)</u>
<u>fingers</u>	<u>(touch)</u>

UNIT 9

SUGGESTIONS FOR TEACHERS

You may wish to relate this unit to any special service for Remembrance Day that is being held in your school. In the introductory discussion, children should be encouraged to consider the benefits of a world at peace and to remember that our forefathers endured hardships to bring an end to war. Note that the sale of the familiar red poppies by the Canadian Legion is for the benefit of war veterans.

The consonant pairs ch and th are introduced in this unit. You may expand on the exercises provided by asking pupils to give you other words that end in ch as march does (rich, watch) and also words that begin with ch (children); and to give you other words beginning

with th as they does (this, that) or have th in the middle as mother and father do (other, brother). These are primarily listening exercises; use your discretion as to how many extra words you require pupils to write. Other sounds for ch and th and other consonant pairs (identified as such) will appear later. For now, limit your pupils' activities to those that appear in this unit.

Always be sure that children's writing is treated with respect, acceptance, and encouragement, both in your own comments and in the attitude of the children themselves as audience. This is especially important when a child writes about something of personal importance, as may be the case with Exercise 6.

Most commonly misspelled words repeated: father, his, mother; appearing for the first time: they.

Skills developed in the basic exercises: Word Perception, Ex. 1; Phonic Analysis, Ex. 2, 3; Structural Analysis, Ex. 2; Dictionary, Ex. 4, 5; Other, Ex. 6.

ANSWERS TO EXERCISES

1. father, sad, mother, they, men, march
2. e.g., sun, fun, run; ten, den, when; mad, dad, had
3. (a) ch; (b) mother, father, they
4. gun, his, love, march, they
5. sad-happy, play-work, her-his, love-hate, father-mother

EXTRA HELP

1. . What is the name of the third month of the year? (March)
 - . How is the name of the month different from a word in the list? (capital M)
2. Which three words in the list have a short u sound? Circle the letter that makes the sound in each one. (gun, love, mother)

3. In which words in the list can you see these small words?

- | | |
|------------------------|----------------|
| . her (mother, father) | . arch (march) |
| . me (men) | . fat (father) |
| . the (they) | . is (his) |

4. Read across and down to find five words from the list. Write the words as you find them.

l	g	u	n	m
o	f	z	r	a
v	s	a	d	r
e	x	p	q	c
t	h	e	y	h

(gun, march, love, they, sad)

FOR GOOD SPELLERS

- What two pairs of consonants that make one sound do you see in the word list? (ch, th)
- Another consonant pair is sh. The answers to these clues are words that begin with sh. See if you can write them all.
 - You wear them on your feet. (shoes)
 - It sails across the ocean. (ship)
 - The opposite of dull. (sharp)
 - Sit in it if the sun is too hot. (shade)
- Which word in the list is almost the same as the name of a month? (march)
 - What is the fifth month of the year? the twelfth month? the third month? the month of your birthday? (May, December, March)
- Have you heard that if March comes in like a lion, it goes out like a lamb? What does this mean?
- Write a story about March coming in like a lion. How did it change your plans for that day?

UNIT 10 (Review)

SUGGESTIONS FOR TEACHERS

As for every review unit, it is suggested that you add to the list any words from previous units that have proved difficult; pre-test by dictating all of the words, in context, to all of the pupils, in two or more sessions. (A pre-test is included below, for your convenience.) As before, excuse from further teaching those who spelled the words correctly, and let them do the exercises in "For Good Spellers". Drop from the word list any words that all pupils spelled correctly. Present the remaining words as if for the first time, assign and check the exercises, and re-teach as necessary, using "Extra Help". As pupils are released from further study, you might assign them selected exercises in "For Good Spellers" or other related language work. When almost all pupils have mastered the words, re-test the whole class - it is important for pupils to recognize their progress and for good spellers to experience satisfaction also.

Use the approaches suggested in the text and any others you can devise. You might, for instance, group the words with the sound of long a (they, eight, table), the words with vowel pairs (people, said, they, four, eight), the words beginning with a vowel (are, us, eight), and the words with short vowels (have, happy, dress, six, funny, us, put as in golf). Consider, too, allowing all pupils, as they achieve mastery of most of the list, to share in the fun of doing Exercise 5 in "For Good Spellers".

(For a theme-related review activity, see Themes section in the Foreword.)

Pre-Test

1. We have learned to spell many words.
2. These are good cookies.
3. Mary was still hungry.
4. It's fun to dress up for Hallowe'en.
5. Mother gets home at six o'clock.
6. The people next door have a pet rabbit.
7. Soldiers must learn to march.
8. Do your parents work downtown?
9. We love to swim.
10. That was a funny cartoon.
11. Jane said she was going fishing.
12. The fairy story had a happy ending.
13. Bob put the cake in the oven.
14. Will you show us your stamp collection?
15. My friends said they would wait for us.
16. There are four eggs in the robin's nest.
17. Our dog had a litter of eight puppies.
18. We had our lunch on a picnic table.
19. One, two, three, go!

Most commonly misspelled words repeated: are, have, people, said, they, two, us, was.

Skills developed in the basic exercises: Word Perception, Ex. 1, 5; Phonic Analysis, Ex. 1, 3, 4; Dictionary, Ex. 1, 2.

ANSWERS TO EXERCISES

1. (a) six, four, eight, two; (b) dress, funny, happy; (c) have, are, people, love, table; (d) funny, happy; (e) people, put
2. (a) dress; (b) work; (c) march
3. (a) march; (b) funny; (c) us; (d) dress; (e) six; (f) eight; (g) table; (h) play; (i) love
4. have, was, dress, six, love, funny, said, happy, put, us

5. (a) We said; (b) She said; (c) Mother said; (d) They said; (e) Father said

Extra Help

1. (b) pet, pot, pat, pit
2. (a) vowels: ei, silent: gh; (b) lovee, havee, peoplee
3. (a) eight; (b) two; (c) four; (d) six
4. three letters: are, was, six, put, two; four letters: have, work, love, said, they, four; five letters: dress, march, funny, happy, eight, table
5. Check for accuracy of spelling and structure. Be sure stories are shared.

For Good Spellers

1. love
2. table, march, two, work, dress, eight, put, love, four
3. (a) happy; (b) men; (c) work; (d) girl; (e) love; (f) they
4. This kind of activity is enjoyed by children who have an interest in and liking for language. Encourage their interest with word-play activities. You may also wish to allow average spellers to share in some of these.
5. The children's pictures would make an interesting display. It could be related to reading, science, or social studies as well as spelling. Again, other students, even below-average ones, could share in this activity.

UNIT 11

SUGGESTIONS FOR TEACHERS

(Units 11-16: Christmas Time; see Themes section in the Foreword)

Features you may wish to point out, in addition to those suggested in the text, are: the consonant pairs ch and th at the beginning of children, things, and their - note the different sounds of th in these words; and the vowel pairs in said and their. You may also, as previously suggested, wish to borrow ideas from "Extra Help" and "For Good Spellers" to augment the approaches in the basic exercises.

The Creature's message about long vowels relates to the exercises on long a. Have pupils test the message for other vowels, by applying it to words you list on the chalkboard and they read aloud, e.g., name, begin, five, nose, cube. You may want to elicit the generalization that words with a long vowel often end with silent e; or, conversely, that a final silent e usually indicates a long vowel (see Exercise 3, "For Good Spellers"). Be sure, however, to emphasize that this is not always the case - have children note, for instance, the word come, which is in the list.

To reinforce children's understanding of the "belonging" concept, Exercise 5 could be amplified by the inclusion of the other possessives the children have studied so far, her and his. Suggest that these words can be used to answer the question, "Whose?", e.g., "Whose cake is it?" "It's his cake." Oral or card games might also be used, in which children decide whether their can go with given words, e.g., did, hair, feet, pretty.

You may have regrouped pupils as a result of your testing on the last unit. Observe, during your teaching, re-teaching, and testing in Unit 11, whether the pupils are working comfortably at their present levels - that is, doing mainly basic, "Extra Help", or "For Good Spellers" exercises.

Most commonly misspelled words repeated: children, said; appearing for the first time: come, their.

Skills developed in the basic exercises: Word Perception, Ex. 3, 7; Phonic Analysis, Ex. 1, 2, 3, 4, 7; Structural Analysis, Ex. 2; Dictionary, Ex. 6; Other, Ex. 5.

UNIT 11

ANSWERS TO EXERCISES

1. (a) things, children, did; (b) said, get, man, come, their
2. let, bet, set, wet, met; lid, rid, kid, bid, hid; fan, ran, ban, tan
3. Jane and Jake baked and ate a cake.
4. long: came, grade, bake, name, table; short: man, and, have, cat
5. their things, children, man
6. things, children
7. (a) said; (b) come

EXTRA HELP

1. Write the words in the list
 - . that end with silent e. (come, bake, came)
 - . that have four letters. (said, come, bake, came)
2. Which word in the list
 - . has ai spelling the sound of short e? (said)
 - . has o spelling the sound of short u? (come)
3. Which words in the list rhyme with these?
 - . flame (came) . tan (man)
 - . bear (their) . lid (did)
 - . sings (things) . yet (get)
4. Which word in the list is spelled the same backwards and forward? (did)
5.
 - . child + ren = (children) . thing + s = (things)
 - . came - e + p = (camp) . get + s = (gets)

FOR GOOD SPELLERS

1. . Write the extra word and the word in the list that rhymes with it. (cake, bake)
 - . List at least three other things that might be baked in an oven. (pie, bread, cookies, etc.)
2. . What is a word that sounds the same as their? It

is spelled differently and means the opposite of here. (there)

- . Use each of the two words in a sentence to show its meaning.
- 3. Make a in each of these words long by adding e to the end of the word, like this: cap - cape.
tap pal mad tam mat rat
- 4. Which words in the list do you see in these?

. woman (man)	. welcome (come)
. splendid (did)	. became (came)
. target (get)	. baker (bake)

UNIT 12

SUGGESTIONS FOR TEACHERS

As has been mentioned, the reason for a thematic presentation of spelling words is that a theme provides an opportunity to relate spelling to written language and to spoken English, and it also makes use of children's interest to motivate their learning of the words they want to use. This unit may thus be effectively introduced with a discussion about shopping, encouraging children to draw on their own experiences.

Note particularly the different spellings of the long a sound in train and they, both words that many children find difficult, and emphasize the meaning of too without reference to homonyms.

To reinforce the skill of making the plural form by adding s, have children give you the names of objects in the classroom, schoolyard, or neighbourhood. Accept all answers, but write on the chalkboard only the nouns that require s for the plural form.

Only the consonant blends st, nt, and tr occur in the words of this unit. Use them, both in the list words and in other words from previous units, to establish understanding of the concept. Point out, and have children watch for these blends in their reading and other subjects. Keep a list on the chalkboard of the examples they find. A practice activity that can also be played as a game by pairs of pupils is to draw a card from a box containing blend cards and write a word beginning with that blend; if played as a game, two children take turns and score a point for each correct word written; if a child is stumped or misspells a word, the opponent tries it as an extra turn and for an extra point; if both are stumped, the game ends, with both children looking up an appropriate word in a dictionary and writing it.

Most commonly misspelled words repeated: one, they; appearing for the first time: store, too, train.

Skills developed in the basic exercises: Word Perception, Ex. 1, 3, 5; Phonic Analysis, Ex. 4; Structural Analysis, Ex. 2, 4; Dictionary, Ex. 3.

ANSWERS TO EXERCISES

1. train, store, want, they, room
2. (a) one, trees; (b) s; (c) one, one, one; trees, trees, trees
3. (a) too, room; (b) too
4. (a) two sounds; (b) a consonant blend; (c) store, tree, train; (d) e.g., start, trap, trade
5. Check spelling. You may be able to relate the children's pictures to other subject areas, e.g., to arithmetic if prices are included.

EXTRA HELP

1. Write the words in the list that have a long vowel

sound. (tree, train, they; accept also store, too, room)

2. . Write room. Make a new word by changing the last letter. Make another word by changing the first letter. (roof, root; boom, loom, zoom)
 - . Now write the word too. Add a consonant to the end to name the sound a train makes. (toot)
3. Which words in the list rhyme with these?

. brain (train)	. free (tree)
. more (store)	. haunt (want)
. play (they)	. fun (one)
4. List in alphabetical order the words that begin with t. (they, too, train, tree)

FOR GOOD SPELLERS

1. . Write the extra word and the two small words you see in it. (cow, boy)
 - . Change the last part of the extra word to girl. Use the new word in a sentence. (cowgirl)
2. Under each heading list three more words that have the same blend: st, nt, tr. (e.g., stamp, still, stick; hunt, plant, mint; trip, trot, trust)
3. You can travel by train. What are three other ways you can travel? (by ship, boat, plane, car, camper, bike, etc.)
4. **OO-EE**

Use the clues to complete these words. The answers are not in the list.

- | | | |
|--------------------------------|----------|---------|
| . something to sweep with | - - oo - | (broom) |
| . you stand on these | - ee - | (feet) |
| . you can't chew without these | - ee - - | (teeth) |
| . singular of the answer above | - oo - - | (tooth) |

UNIT 13

SUGGESTIONS FOR TEACHERS

Most of the basic exercises in this unit focus on the meanings of the words. You may also wish to draw children's attention to structural similarities:

- the unusual short vowel sound in words ending with silent e: give, have; have pupils give you other examples, e.g., live, love, dove
- the or combination in morning and for; ask for additional examples, e.g., born, orange
- the consonant blends in bring and find; ask for other words having the br and nd blends, e.g., brain, kind

It may be time for a periodic reminder to pupils regarding one or more of the following: print carefully, follow the study steps, keep personal spelling lists up to date.

As always, encourage children in creative writing activities such as Exercise 6. Increasingly, during the year, make constructive suggestions regarding the form, structure, and style of stories, as you are no doubt doing for all writing activities in the school program; and similarly, watch for the correct spelling, in all of the children's writing activities, of words that have been studied.

Most commonly misspelled words repeated: have, us; appearing for the first time: for, morning.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 5; Phonic Analysis, Ex. 4; Structural Analysis, Ex. 2; Dictionary, Ex. 1, 3, 5; Other, Ex. 6.

ANSWERS TO EXERCISES

1. (a) morning; (b) sing; (c) give

2. (a) sing, morning, bring; (b) sting, wing, king, string, cling, thing, ring
3. (a) four; (b) for, four
4. us, for, find
5. 1-morning, 2-sing, 3-find, 4-for, 5-us, 6-give, 7-sing, 8-have
6. Discussion may elicit such things as an alarm clock ringing, breakfast cooking, water running, cars going by, mother calling.

EXTRA HELP

1. Two words in the list end with silent e but have short vowel sounds. What are the words? (give, have)
2. . Which word in the list has in it the two small words or and in? (morning)
 - . Which word has the small word ring in it? (bring)
3. . Which word in the list begins with a consonant blend? Write it. Then write a rhyming word that begins with a different consonant blend. (bring-sting)
 - . Which word ends with a consonant blend? Write it. Then write a rhyming word that ends with the same blend. (find-mind)
4. Which word has only two letters? Which has only three letters? (us, for)

FOR GOOD SPELLERS

1. . Write the extra word and its plural form. (bells)
 - . Change its first letter to make as many rhyming words as you can. (cell, dell, fell, hell, jell, sell, tell, well, yell; don't expect all of these)
2. Write for and five words that begin with the letters for. Check with your dictionary if you are not sure of spellings. (forget, fortune, fort, forty, force, forest, etc.)

3. To which three words in the list can you add ing to make new words? Write the new words too. (singing, bringing, finding)
4. Word squares read the same across and down.
 - Follow the clues to finish this word square.

f	o	r
o	-	-
r	-	-

the number before two (one)
a colour (red)

- Try making a word square using pan to begin with. (e.g., pan, ape, new)

UNIT 14

SUGGESTIONS FOR TEACHERS

Children's interest in Christmas should provide all the motivation necessary for this unit. Some additional ideas are suggested here for presenting exercises in a Christmas context.

1. Cut out candy-cane shapes and print a spelling word on each. Hang the canes on a branch or an artificial tree. Have children choose a word and write it in an interesting sentence about Christmas.
2. Make a Christmas tree on the bulletin board. Pin on it three cut-out decorations that have the words ball, doll, and well printed on them. Provide additional decorations with - - ll on them. Each child chooses a decoration, completes a word, and pins it on the tree (e.g., still, will, call, bull, dull). This activity could be adapted to use - ear or - y words.

You and the children can no doubt devise other ways of relating the spelling words to the Christmas theme. Another useful activity would be to have children contribute words - the spelling of which they have checked in a dictionary if necessary - for a Christmas word list that you print on the chalkboard, as reference for Exercise 5 and other seasonal writing activities.

Most commonly misspelled words appearing for the first time: Christmas, dear, well.

Skills developed in the basic exercises: Word Perception, Ex. 1, 3, 4, 5; Phonic Analysis, Ex. 1, 2, 3; Structural Analysis, Ex. 1, 2; Dictionary, Ex. 1, 4; Other, Ex. 5.

ANSWERS TO EXERCISES

1. (a) well, doll, ball; (b) dull; (c) bill; (d) y
2. (a) story, by, merry; (b) my, cry, fly
3. (a) long e: story, merry, happy, funny; (b) long i: by, cry, my, fly
4. 1: ball, 2: well, 3 across: dear, 3 down: doll, 4: merry, 5: story
5. (a) Dear Santa Claus; (b) Be sure children understand letter format; check spelling. The letters might be incorporated in a Christmas display.

EXTRA HELP

1. Each of these words has one or more small words in it: ball, story, dear, Santa, Christmas. Write the word and the smaller word or words, like this: many - man, an, any. (ball-all; story-to, or; dear-ear; Santa-an, ant; Christmas-Christ, is, as)
2. Which words in the list always begin with a capital letter? (Santa Claus, Christmas)
3. Find in the list and write the words

- . that rhyme. Underline the vowel in each. (doll, ball)
- . that have double consonants. (well, doll, ball, merry)
- . that have two vowels together. (Claus, dear)
- 4. . Which word begins with the consonant blend st?
Change the last letter to silent e. (story, store)
- . Which word has a silent h and a silent t?
(Christmas)

FOR GOOD SPELLERS

1. . Which words in the list sound the same as these but are spelled differently: deer, Mary, buy?
(dear, merry, by)
. Use each of the words given above in a sentence.
2. The word well has several meanings. Write two sentences to show two meanings of well. Use a dictionary if you need help. (e.g., She swims well; Pussy's in the well)
3. Write the names of all the holidays you can think of. After each one write the name of something that goes with it, like this: Christmas - tree. Compare your list with a classmate's. (e.g., Thanksgiving, turkey; Hallowe'en, witch; Valentine's Day, heart; St. Patrick's Day, shamrock; New Year's Day, resolutions; Labour Day, school; Hannukkah, candles; accept reasonable answers.)

UNIT 15

SUGGESTIONS FOR TEACHERS

Everyone loves a mystery! Introduce this unit in the context of the title and illustration, encouraging children to speculate about the present and suggest other kinds of mysteries - detective stories, real-life crime detection, UFO's, things we simply don't understand, etc. How do we solve mysteries? By asking questions and finding the answers. Who, what, and when are some of the words we need in order to do this. Have pupils take turns asking who, what, and when questions for classmates to answer, e.g., "Who is the girl with blond hair sitting near the door?", "What kind of pet does Jimmy Brown have?", "When do we hang up stockings?"

Structural features you may wish to point out are the ir in first and third, the oo sound of o in who, and the consonant blends in first and second. Use the words first, second, and third to reinforce children's conception of sequence by having them write a three-sentence story using these terms (and watch for correct sequence in other writing that they do).

Use a visual approach when presenting the contraction I'm; the simplest is to write the words I am on the chalkboard, erase the a, and substitute the apostrophe. You may wish to include other contractions in such a demonstration and to have pupils follow suit, but test only on the contraction in the list.

The words in this list can provide practice in printing letters with risers and descenders.

Suggest to children, before they begin Exercise 5, that the mystery present in their stories can be anything they choose - not necessarily a new pet.

Most commonly misspelled words appearing for the

first time: first, getting, I'm, when.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 5; Structural Analysis, Ex. 2; Dictionary, Ex. 3; Other, Ex. 4, 5.

ANSWERS TO EXERCISES

1. who, when, what
2. (a) t was doubled; (b) getting, patting, sitting; (c) e was dropped; (d) having, baking, coming
3. (a) first; (b) second; (c) third
4. (a) The a was replaced with an apostrophe; the two words are "joined" by the apostrophe to make one word.
5. (a) a new pet

EXTRA HELP

1. Write first and third. Underline the two letters that are the same in each word. (ir)
2. Write the word in the list that is a contraction. Then use it in a sentence. (I'm)
3. Which words
 - . end with ing? (getting, having)
 - . begin with wh? (when, what, who)
 - . end with a consonant blend? (first, second)
4. In what words in the list do you see these small words: hat, hen, tin, fir, on? (what, when, getting, first, second)

FOR GOOD SPELLERS

1. Remember what happened to have and get when ing was added? Write having and getting. Then write the ing form of: name, hit, run, live. (naming, hitting, running, living)

2. Take the ing off these words and write the correct base forms: sharing, giving, playing, putting. (share, give, play, put; note that putt is correct as a golf term)
3. Write the three words in the list that begin with the same two letters. Then write five more words that begin the same way. Use your dictionary if you need to. (when, what, who; which, where, why, white, while, etc.)
4. Make a chart like this from 1 to 10 and complete it. You may need to check the spelling of some words in your dictionary.

1	first
2	second
3	third

(fourth, fifth, sixth, seventh, eighth, ninth, tenth)

UNIT 16 (Review)

SUGGESTIONS FOR TEACHERS

By this stage of the spelling program, your routines have probably become well established - presenting the words, assigning exercises at the various levels provided for, correcting written work, re-teaching and testing.

You may have found it necessary to provide even more extra help than is included in the text or handbook for a small group of very poor spellers. You are also, no doubt, aware of the importance of maintaining the interest of very good spellers through challenging

activities and recognition of good work. (See the note on homonyms in the teaching suggestions for Unit 32.) Recognition of progress is, of course, essential for spellers at every level of ability.

Review units such as this provide pupils with an opportunity to make sure of their skills and practise difficult words. It provides you with an opportunity to reassess and re-group pupils as necessary. A pre-test is given here for your convenience. The results can tell you what kind of spelling difficulties pupils are having. A pupil who writes cum, for instance, has a visual rather than an auditory problem with the word come. The kinds of errors pupils make will determine what kinds of extra practice are needed, and for whom.

Pupils who spell all, or all but one of the words correctly should be excused from further review of these words. In dictating, be sure to read the sentence clearly, emphasizing the word to be spelled, and then say the word again. Allow enough time for all pupils to write the words. Take care not to discourage any children, no matter how poor their results may be - an accepting atmosphere is of prime importance.

Pre-Test

1. It is their class.
2. Will you come to my party?
3. Can you bake a cake?
4. I have ten things in my pocket.
5. The tigers want to eat.
6. I have a present too.
7. The pupils went to the store.
8. Give me the answer.
9. Birds sing in the morning.
10. Christmas is in December.
11. Oh, dear, what shall I do?
12. That was an interesting story.
13. Jane came first in the race.
14. That was the second time I tripped.

15. March is the third month of the year.
16. Who comes at Christmas?
17. What did you say?
18. When do you give presents?
19. He is getting too fat.
20. I just saw Harry jog by.

(For a theme-related review activity, see Themes section in the Foreword)

Most commonly misspelled words repeated: Christmas, come, dear, first, getting, morning, store, their, too, when.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3, 4, 8; Phonic Analysis, Ex. 1, 7; Structural Analysis, Ex. 6; Dictionary, Ex. 2, 4, 5; Other, Ex. 8.

ANSWERS TO EXERCISES

1. (a) bake; (b) by; (c) story
2. (a) their, things, third; (b) morning, Christmas, story, second, getting
3. Accept reasonable sentences, e.g., (a) Who opened his presents? (b) What was under the tree? (c) When was it?
4. (a) give, their, too, come, dear, morning, want, store; (b) come, dear, give, morning, store, their, too, want
5. morning, first, getting, come
6. coming, baking, getting, giving, putting
7. store, first, story, second, want
8. Check spelling and to make sure children understand the concept of sequence.

Extra Help

1. (a) story; (b) Christmas; (c) store; (d) bake; (e) morning; (f) too

2. (a) dear; (b) give; (c) when; (d) things; (e) come; (f) by
3. (a) clings; (b) clangs; (c) clanging
4. (a) who, what, when; (b) come, bake, store, give

For Good Spellers

1. (a) came; (b) bike; (c) door
2. e.g., Thanksgiving, Easter, Canada Day, Hanukkah
5. Be sure that stories are read, commented on, and shared.

UNIT 17

SUGGESTIONS FOR TEACHERS

(Units 17-22: Winter Activities; see Themes section in the Foreword)

The unit could be introduced with a general discussion about snow - what we like or don't like about it, snow in the country and in the city, places that have or don't have snow (relate to Geography, perhaps), and any other interesting ideas you and your pupils may have.

Have pupils notice the two spellings of the long i sound in the list (white and like, night), the two spellings of the long o sound (smoke, snow), and the spelling of the oo sound in blue (compare with too, do).

The consonant blends sm, sn, bl, and st appear in the list. You may want to have pupils list other words that have these blends, with st both at the beginning and the end of words.

From time to time, in the text and in this handbook, pupils are referred to a dictionary. Remember the

cautions in the Foreword of the handbook regarding dictionary use by young children. Continue to help pupils individually to develop dictionary skills, at whatever speed they are capable of progressing. A useful activity could be to have pupils put into alphabetical order the words in a column of the word list in any review unit they have studied - at this point the lists in Units 4, 10, and 16 could be used.

If the review Unit 16 revealed that some words are still being found difficult by a few children, continue to provide practice as necessary.

Most commonly misspelled word repeated: first; ap-
pearing for the first time: day, like, very, white.

Skills developed in the basic exercises: Word Per-
ception, Ex. 1, 6; Phonic Analysis, Ex. 1, 2, 5; Structural
Analysis, Ex. 3, 5; Dictionary, Ex. 4.

ANSWERS TO EXERCISES

1. (a) white, like, night; (b) white, smoke, like, blue; (c) day, very; (d) very
2. smoke, snow, last, blue, first
3. (a) lake; (b) list; (c) right; (d) thirst
4. day, night; last, first
5. tray, pay, stay, play, way, may, clay, bay, hay, lay

EXTRA HELP

1. . Write these words: day, smoke, like, night, snow, blue.
 . Now add s to each of the words to make new words. (days, smokes, likes, nights, snows, blues)
2. Which words in the list
 . end with the consonant blend st? (last, first)
 . name colours? (white, blue)
3. Write very. Now put a vowel in front of very. What new word have you made? (every)

4. To which words in the list can you add to to make new words? Write both the list words and the new words. (day, night; today, tonight)
5. Make word chains, using the words from the list that fit.
- (smoke, night, white) • (snow, like or last, day)

FOR GOOD SPELLERS

- Write the extra word and the word in the list that it rhymes with. (fast-last)
- Write the words in the list in alphabetical order. Remember: you may have to look at the second letter to find out which of two words should come first. (blue, day, fast, first, last, like, night, smoke, snow, very, white)
- What do we call
 - this day? (today) the day before today? (yesterday)
 - this night? (tonight) the night before tonight? (last night)
- Can you make three new words using snow, like this: snowball? (snowmobile, snowman, snowsuit)
- From what words in the list are these words made?
 - blueberry (blue) faster (fast)
 - smoky (smoke) daily (day)
 - alike (like) lastly (last)

UNIT 18

SUGGESTIONS FOR TEACHERS

In the introductory discussion, draw on children's own experiences with stores and shopping. Note that some of the words in the list can be related to the pictures; for instance, the people are shopping, the escalator is going down, the sale counter is in the store. Elicit all of the words in the list and write them on the chalkboard as they occur.

The term "vowel pair" is introduced as a convenience; make sure pupils understand the concept by having them locate the vowel pairs in the list - in people, out, found, and our. Similarly, be sure pupils understand that a base word is a word to which additions can be made to form new but related words. The plural s is one such addition, and the comparative forms er and est are others. Confine your discussion to these suffixes for the time being.

Emphasize that the er form compares two things, the est form three or more (but do not confuse the comparative concept with the concept of plurals); the ice cream cones should help.

As usual, check stories and be sure they are shared. Children may want to illustrate their stories and they could use cut-out pictures to help them do so.

Most commonly misspelled words repeated: people, store; appearing for the first time: down, fun, our, out. Skills developed in the basic exercises: Word Perception, Ex. 1; Phonic Analysis, Ex. 3, 4, 5; Structural Analysis, Ex. 6, 7; Dictionary Skills, Ex. 2; Other, Ex. 8.

ANSWERS TO EXERCISES

1. (a) store; (b) people; (c) fun; check spelling and sentence structure

2. found, down, out, went
3. found, our, out
4. down, how
5. (a) about, house, out, mouse; (b) down, now, brown, cow
6. (a) people; (b) stores
7. nice, nicer, nicest

EXTRA HELP

1. Write these words and underline the vowel pair in each: found, our, out. (ou)
2. Change the beginning sound in found to make five new words. (bound, hound, mound, pound, round, sound, wound)
3. Which word in the list rhymes with each of these?

. tent (went)	. hound (found)
. rice (nice)	. bun (fun)
. steeple (people)	. flour (our)
4. Write the words in the list that have
 - . these letters: ow, eo. (down, how, people)
 - . these consonant blends: nt, st, nd. (went, store, found)
5. Write the word from the list that begins with each of these letters.

<u>d</u>	(down)
<u>o</u>	(our)
<u>w</u>	(went)
<u>n</u>	(nice)

FOR GOOD SPELLERS

1. Write the word down. Then make rhyming words by changing the first letter to a consonant blend. How many new words can you make? (brown, clown, crown, drown, frown)

2. . Write the words tall and short. Add the endings er and est to each word. (taller, tallest; shorter, shortest)
 - . Draw three pictures and label them with one of your sets of words.
3. Find a Rhyme
 Write each word in the list. Beside each one, write a rhyming word. (Remember that the rhyming parts are not always spelled the same way.) The first one is done for you.
 people - steeple
 (out-shout, down-town, found-round, store-more, our-flour, nice-rice, how-now, fun-run, went-bent)
4. The word store can mean a place to buy things. Use your dictionary to find another meaning for store. Then write a sentence using store with the new meaning. (to put away; e.g., We store our skates in the summer.)

UNIT 19

SUGGESTIONS FOR TEACHERS

This unit continues with the addition of endings on base words, and introduces the term "suffix". (It is not necessary for children to know that these are actually inflections, or that there are other kinds of suffixes.) All of the suffixes included at this level of the spelling program have now appeared: s, ed, and ing which are added to verbs, s (or es) to make nouns plural, and er and est, the comparative forms of adjectives. Without reference to terms such as nouns, verbs, and adjectives,

make sure pupils understand the different meanings resulting from the addition of suffixes - provide opportunities to write the various forms of a word in context, for example; and emphasize the spelling, of course, pointing out particularly the doubling of the final consonant in words such as big when er and est are added, and the dropping of final silent e in words such as nice (Unit 18) when er and est are added and also in words such as bake when ed and ing are added.

Do not try to accomplish too much at once. You may be well advised, at least with average and below-average students, to limit work with suffixes to what is provided in the text and handbook exercises, making sure the work is understood at each step along the way. Opportunities will occur in succeeding units for additional practice, when concepts have become more firmly established.

Good spellers may be interested to note that the suffix s may be added to one meaning of well and er to one meaning of play (cf. Ex. 2, "For Good Spellers").

Most commonly misspelled words repeated: morning, was, well; appearing for the first time: could, it, play. Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3, 5; Phonic Analysis, Ex. 3, 5; Structural Analysis, Ex. 1, 2, 3, 4; Other, Ex. 6.

ANSWERS TO EXERCISES

1. (a) bigger, biggest; (b) big
2. (a) at; (b) hat; (c) hit; (d) it
3. play, pray, stay, tray; grade, trade, shade, blade
4. plays, played, playing
5. (a) was, well, could; (b) morning
6. (a) was, play, morning, big, made; (b) Let children share their versions of the conversation between Anne and the snowman.

EXTRA HELP

1. Which word in the list
 - . has a double consonant? (well)
 - . has a silent e? (made)
 - . has a consonant blend? (play)
2. Write the word could after the letter of each of these things that you could do.
 - (a) fly to Venus (c) spell your name correctly
 - (b) count to 100 (d) highjump 10 m
 (probably b, c)
3. Which words in the list are the opposites of these?
 - . work (play) . little (big)
 - . sick (well) . evening (morning)
4. . Write deep. Then add the suffixes er and est to deep. (deeper, deepest)
 - . Write these sentences, using one of your three words to complete each.
 It was a very ___ well. (deep)
 That is an even ___ well. (deeper)
 This is the ___ well of all. (deepest)

FOR GOOD SPELLERS

1. Write the base words work, learn, and want. Then add the suffixes s, ed, and ing to each, to make nine new words. (works, worked, working; learns, learned, learning; wants, wanted, wanting)
2. The words play and well have more than one meaning. Which word fits in each of these sentences? (Some may need capital letters.)
 - . Jack fell down the ___. (well)
 - . We starred in the Christmas ___. (play)
 - . "___! ___!" said Mother in a surprised voice. (Well, Well)
 - . "___!" shouted the coach. (Play)
3. . Write could and two rhyming words that spell the

- rhyming parts the same. (would, should)
- . Write house and two rhyming words that spell the rhyming parts the same. (mouse, louse)
4. Which word in the list has s spelling the sound of z? Write three more words in which s sounds like z. (was; is, peas, goes, rose, cousin, etc.)

UNIT 20

SUGGESTIONS FOR TEACHERS

As the title of the unit and the illustration may suggest, a feature of this list is that it contains words - up, on, here, by, and over - that answer the question "Where?" You might, in the opening discussion, want to have children give other words that answer the question (in, under, there, down, everywhere, nowhere, around, etc.), and suggest that some of these words may be useful when they write their stories about a treasure hunt (Ex. 6).

Some structural approaches to the words in the list are made in the exercises. Note also the y spelling the long e sound in story, the sound of oo in look as compared with too (ask for further examples of both sounds), and the consonant pair in much (ask for other words that use ch at the beginning, middle, and end of the word, e.g., chin, teacher, such).

Make the most of Exercise 6, which pupils should enjoy. In discussing the exercise, encourage children to plan their story, tell the events in the proper order, and make it as interesting and exciting as they can. Have them draw on map-making skills they may have developed in the Social Studies program, or give them some

guidance so that they will, on completion, feel that they have put together a worthwhile project. Be sure the stories are shared, displayed, and perhaps eventually sent home.

Most commonly misspelled word repeated: are; appearing for the first time: had, here, much, my, on.

Skills developed in the basic exercises: Word Perception, Ex. 1; Phonic Analysis, Ex. 1, 2; Structural Analysis, Ex. 3; Dictionary, Ex. 4, 5; Other, Ex. 6.

ANSWERS TO EXERCISES

1. (a) by, my; (b) are, here; (c) much
2. (a) much; (b) had; (c) are; (d) up; (e) look; (f) here
3. story, up, look
4. (a) by, my, on, up; (b) here, look, much, over
5. by, up, on, over, here; lunch
6. See the introductory notes; if you follow the suggestions, you may wish to mark errors in children's stories so they can make a "good" copy for display. In any case, be sure they correct errors in list words.

EXTRA HELP

1. Write by and my. Make new words that end the same way, using wh, fl, er, sh. (why, fly, cry, shy)
2. Use the clues to find the mystery words in the list.
 - . It has a double vowel. (look)
 - . It has y spelling the sound of long e. (story)
 - . It sounds like the name of this letter: r. (are)
 - . It begins with a long vowel. (over)
3. What two words in the list do you see in
 - . upon? (up, on) . overlook? (over, look)
4. Write look. Now add the suffixes s, ed, and ing to make new words. (looks, looked, looking)

5. Write here, had, much. Try to find two words that rhyme with each of them. The rhyming parts may be spelled differently. (e.g., near, cheer; bad, add; such, Dutch)

FOR GOOD SPELLERS

1. Make compound words. Add a word from the list to each of these: time, book, self, stairs. (overtime, storybook, myself, upstairs)
2. Some words sound the same but are spelled differently and have different meanings. Write the word from this group that would complete each of the sentences below.

here hear by buy

- Mario went the house. (by)
 - We can't the music. (hear)
 - Did Doris the chocolates? (buy)
 - Kay isn't yet. (here)
3. Write the word much. Then write
 - three more words that end with the consonant pair ch. (such, rich, touch, etc.)
 - three words that begin with ch. (chair, chess, chin, etc.)
 - a word that begins and ends with ch. (Clue: it could name a building with a steeple.) (church)
 4. The consonant pair ch can also sound like k or like sh. Make a chart like this one. Try to find at least two words that have the same sound for ch as the heading.

parachute	Christmas
-----------	-----------

(e.g., charade, chef, chauffeur; chorus, character, chemistry)

UNIT 21

SUGGESTIONS FOR TEACHERS

This is another unit in which you may use the title illustration as a basis for the introductory discussion. For example: Does the mother believe in a tidy house? Can everyone have one more cookie? The extra word is in a __. What is the extra word called? Mother serves milk from a __. You could also ask what would have happened if six children had come in, or if the coats had not been put away. If time allows on completion of the exercises, have children draw a fourth panel for the cartoon, using words from the list in speech balloons. In any case, always encourage children to use, in context and in their everyday writing, the words they have studied. This will not only reinforce spelling skill but also make their writing more interesting.

Have pupils note the consonant blend in milk and think of other examples of its use, e.g., silk, elk. Similarly, ask for additional words that have the consonant pair th as in with, e.g., bath, thirsty, arithmetic. Through questions about where milk comes from, elicit the verb milk, and have children add s, ed, and ing to the base word.

Remember, when you are re-teaching the words for those pupils who need extra practice, to allow your proficient pupils to do the exercises in "For Good Spellers"; show that you recognize their ability and encourage their interest in language.

Most commonly misspelled word repeated: for; appear-
ing for the first time: good, little, to, with.

Skills developed in the basic exercises: Word Per-
ception, Ex. 1, 2, 3, 4, 5, 6; Phonic Analysis, Ex. 3;
Structural Analysis, Ex. 5; Dictionary, Ex. 2, 3, 6.

ANSWERS TO EXERCISES

1. away, little, milk, good, with
2. (a) milk; (b) away; (c) good; (d) little
3. (a) away, little; (b) away; (c) little
4. (a) away, little, milk, to, but; (b) tea
5. (a) little; (b) good, food
6. to, for, to

EXTRA HELP

1. Put the words in the list in alphabetical order. Then
 - . circle the words with short i. (little, milk, with)
 - . underline the word that has short u. (but)
 (away, but, for, good, little, milk, to, with)
2. Write milk after the names of the animals that give people milk to drink.
 hen goat bear cow elephant
 (goat, cow)
3. Which word in the list is the opposite of
 - . here? (away) . big? (little)
 - . bad? (good) . from? (to)
 - . without? (with) . against? (for)
4. Make compound words. Join a word from list A to a word from list B. Like this: sunshine.

A		B
for		shine
sun	—	out
with		get
to		shake
milk		day

FOR GOOD SPELLERS

1. . What are the two words from which the contraction it's is made? (it is)

- . Write the contractions for: he is, she is, we are.
(he's, she's, we're)
- 2. The word milk has two meanings. Read these two sentences. Then write two sentences of your own to show the two meanings of milk.
The children drank their milk.
The farmer will milk the cow.
- 3. Join each of these words to a word in the list to make a compound word: in, out, day, bid, shake.
(into or within, without, today, forbid, milkshake)
- 4. . Write the word good and three words that rhyme with it. (e.g., hood, wood, stood)
 - . Now write the word food. Notice the sound of oo. Write a word that rhymes with food but spells the rhyming parts differently. (e.g., rude, booed)
 - . Notice the sound of oo in the word blood. Change the first letter and write a rhyming word. (flood)

UNIT 22 (Review)

SUGGESTIONS FOR TEACHERS

When you have pre-tested all pupils on the review list and have excused from further study those pupils who spelled the words correctly, present the words that have been misspelled as though teaching them for the first time. Use the text exercises and any other approaches you can devise. You may want to draw attention, for example, to such features as these:

double letters: little, good, look.

vowel pairs: away, could, found, blue, our, play.

long a sound: away, play, made; stress the different spellings; you may wish to have pupils make rhyming word families.

long i sound: night, white, by; stress the different sounds and spellings; again, you might have children change the initial sounds to make new words.

oo sound: to, blue; elicit do, glue.

Use the "Extra Help" exercises for those who need further practice, and test all pupils again at the conclusion of your re-teaching. Note, for practice in succeeding weeks, words that still cause trouble and pupils who have specific problems. Regroup pupils if necessary.

Games and puzzles, as has been mentioned before, may be used at any time you feel they would be useful for extra practice or to maintain interest. Here is a game that is particularly appropriate for playing during review units.

Spelling Bingo

1. Have each pupil fold a sheet of workbook-size paper four times. This will make sixteen segments.
2. Have pupils write any number from one to twenty-five in each segment, being careful to use any number only once. Numbers should be used in random order.
3. The teacher numbers the list words from one to nineteen and adds six more words that have proved difficult. These words with their numbers are placed on individual pieces of paper and are mixed up in a box.
4. The teacher, or a pupil "caller", draws a slip from the box, calls out the number, and then pronounces the word. Pupils who have that number write the word in the corresponding segment of their game sheet.
5. The leader continues to call out the numbers and words, allowing time for writing.
6. The first pupils to complete a row across or down (or

diagonally, also, if you wish) calls "Bingo". A good bingo occurs if the four words called back are spelled correctly; the winner then becomes the caller. If an error is made, the calling continues.

7. Prepare new sheets for the next game.

(For a theme-related review activity, see Themes section in the Foreword)

Most commonly misspelled words repeated: could, down, fun, good, here, little, our, play, to, white.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3; Phonic Analysis, Ex. 3, 5; Structural Analysis, Ex. 4; Dictionary, Ex. 2; Other, Ex. 2.

ANSWERS TO EXERCISES

1. could, fun, here, by, to, milk, made, white, our, little, down
2. (a) white; (b) look; (c) play; (d) our; (e) here; (f) night
3. (a) good, look; (b) snow, down; (c) found, our
4. downstairs, tonight, ourselves
5. night and white, fun, down, milk, away and play

Extra Help

1. (a) snow, found, blue, play, milk; (b) little, white, blue, made, here; (c) could; (d) night or white; fight, height, kite, etc.
2. snows, snowed, snowing; plays, played, playing; looks, looked, looking
3. snowing, wanted, looked, playing
4. Make sure children understand what is expected. You might wish to show an example, using a different group of words, on the chalkboard.

For Good Spellers

1. (a) fine; (b) play, lay; (c) found
2. blue, made, our, here, by; see the note on homonyms

in the teaching suggestions for Unit 32

3. (a) tonight; (b) snowman; (c) downtown
4. (a) fun; (b) blue; (c) look; (d) snow; (e) here; (f) night, white
5. The white cow could give blue milk. Make sure children understand how to use the code - but let them decode each other's silly sentences.

UNIT 23

SUGGESTIONS FOR TEACHERS

(Units 23-28: Friends; see Themes section in the Foreword)

Be sure to teach this unit far enough ahead of Valentine's Day to be able to relate it to art and language classes which you may be centring on the same theme, and to allow children to use their knowledge in making their own valentines.

Note that six words in the list end with y. This is an appropriate time to review such words - here is a list of those studied to date.

ay: day, play, away, today, say, may

long e sound: daddy, funny, happy, merry, pretty, many, story, very

long i sound: by, my

in other vowel pairs: they, boy

Most of the exercises are based on the structure of the words in the list. You may wish to add emphasis on context and creative writing. You could supplement the exercises by reviewing the form of a friendly letter and by drawing from pupils suggestions for rhymes and verses for Exercise 8; write, or have pupils write, some

of the suggestions on the board, so that no child is prevented from completing the activity by a lack of ideas. A decorated mailbox in which to deposit valentines for classmates, to be opened on Valentine's Day, would add to motivation for Exercise 8 - but use discretion and your knowledge of your class - do not allow this activity to become a popularity contest in which some children are overlooked.

Most commonly misspelled words repeated: dear, very; appearing for the first time: make, many, please, pretty, today.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3, 5, 7; Phonic Analysis, Ex. 2, 4; Structural Analysis, Ex. 3, 4, 5, 6; Other, Ex. 8.

ANSWERS TO EXERCISES

1. (a) pretty, dear, please, be; (b) Dear Bobby
2. pretty, very, many, dear, be, please
3. (a) ear; (b) fear, tear, rear, near
4. (a) today, say, may; bay, stay, hay, etc; (b) rake, take, lake, etc.
5. (a) says; (b) maybe; (c) bee; (d) making; (e) being; (f) any
6. (a) rod, rid; (b) led, bed, fed
7. very, red, make, many, today
8. Check verses for spelling before they are written on cards.

EXTRA HELP

1. . Which words in the list end with silent e? (please, make)
- . Add s and ing to the words you just wrote. (Be careful when you add ing!) (pleases, pleasing; makes, making)

2. . Which words in the list end with y spelling the sound of long e? (pretty, very, many)
 - . Which words end with the vowel pair ay? (today, say, may)
3. Find and write the word in the list that has
 - . a spelling the sound of short e. (many)
 - . e spelling the sound of short i. (pretty)
 - . s spelling the sound of z. (please)
4. Which words in the list do you see in these words?
 - . maker (make) . maybe (be)
 - . dearest (dear) . shred (red)

FOR GOOD SPELLERS

1. . Four words in the list have two vowel sounds. Write them in alphabetical order. (many, pretty, today, very)
 - . Which of the words you just wrote is a compound word? (today)
2. The word read can sound the same as a word in the list. Use both words in this sentence.

Jim ___ his valentine to the girl with ___ hair.
(read, red)
3. Try to write two words that rhyme with red but spell the rhyming parts in two different ways. (e.g., said, dead)
4. . The sound of long e is spelled in three different ways in the list. What are the three ways? (y, ea, e)
 - . Use your three answers to the question above as headings on a chart. Under each heading write two more words that spell the long e sound the same way. (e.g., silly, funny; each, sea; maybe, because)

UNIT 24

SUGGESTIONS FOR TEACHERS

A discussion of outdoor activities could introduce this unit, and a list of related words that arise during the discussion could be kept on the chalkboard for reference in Exercise 7.

Point out to pupils that in Exercise 2 it will be necessary for them to look at the third letter in some words (that, then, this); demonstrate the point in the primary dictionary you are using. In Exercise 3 you may reinforce the contraction concept by having pupils form the contraction necessary to change the sentence to mean that he, she, it, we, you, and they is/are going to play in the park.

Draw attention to ir in girl and er in other spelling the same sound; the consonant blend at the end of want; and the sound of th in this, that, and then - have pupils think of other words that begin with this consonant pair (e.g., these, those, there, etc.).

As usual, assign some or all of the extra exercises to those who would benefit from them, and re-test all pupils on the final dictation.

Most commonly misspelled words repeated: grade, I'm, my, play; appearing for the first time: then.

Skills developed in the basic exercises: Word Perception, Ex. 1; Phonic Analysis, Ex. 4, 5; Dictionary, Ex. 2, 6; Other, Ex. 3, 7.

ANSWERS TO EXERCISES

1. (a) want, play; (b) you; (c) I'm; (d) that; (e) girl; (f) want, my or this or that

2. girl, play, that, then, this, want
3. (a) I'm; (b) I am; (c) a; (d) I'm going to play in the park.
4. (a) play, grade; (b) play, you; (c) play, grade
5. (a) other, this, that, then; (b) Beginning: this, then, children, that; Middle: other, mother, father; End: with, march
6. That, This, Then; elicit the reason for capitals

EXTRA HELP

1. Which words in the list rhyme with these?

. twirl (girl)	. fry (my)
. men (then)	. tray (play)
. rhyme (I'm)	. chat (that)
. dew (you)	. haunt (want)
2. In which words in the list can you see these small words?

. his (this)	. hat (that)
. her (other)	. lay (play)
. I (I'm)	. hen (then)
3. Seven Plus Five
 Read across and down. Can you find the nine words hidden in the puzzle? Seven are words from the list. The other five are not in the list. Write the words as you find them.

z	e	x	f	o	t	g	g
v	f	p	m	t	h	i	s
r	a	l	a	h	e	r	m
g	r	a	d	e	n	l	t
x	m	y	e	r	k	h	j

(grade, my, other, then, girl, this, play; not in list: her, den, my, made, farm; also accept smaller words within words, e.g., his or is in this)

FOR GOOD SPELLERS

1. . Write five words, not in the list, in which th has the same sound that it has in this. (the, there, these, those, they, etc.)
 - . Now list five words in which th has the sound it has in thin. (thick, thank, three, thirsty, thistle, think, etc.)
2. Write the contraction in the list. Then write the contractions of the words below.
 - . do not (don't) . he is (he's)
 - . should not (shouldn't) . they are (they're)
 - . can not (can't) . I have (I've)
3. Make a chart like this. Write a word from the list under each heading. Then write another word under each heading that spells the vowel sound the same way.

long <u>a</u>	short <u>a</u>	long <u>i</u>	short <u>i</u>
(play or grade)	(that)	(I'm or my)	(this)
(tray or blade)	(fat)	(time or try)	(ship)

4. . Add the suffix s to as many words in the list as you can, to make new words. (girls, others, plays, grades, wants)
 - . Do the same with the suffixes ed and ing. (played, playing; graded, grading; wanted, wanting)

UNIT 25

SUGGESTIONS FOR TEACHERS

Read the story aloud as an introduction to the unit, and note that the illustrations make a continuing story.

The verb forms of go are presented as examples of suffixes added to a base word; make sure pupils understand the differences in meaning by using the words in context. You may wish to provide additional practice in adding suffixes by using the bases of some of the words in the story and in Exercise 5, i.e. live (lives, lived, living), want, hear, call, cry, fly, land, find; note that some forms are not made in the usual way, however: heard, flew, found, and that in cry and fly the y changes to i before es is added. You may feel it is wise to make this only an oral exercise, depending on your pupils' ability. In fact, the oral use of the word forms in many contexts is the best way to fix the pattern firmly in pupils' minds.

Discuss the picture at the end of the story, but suggest that pupils are free to think up endings of their own for Exercise 5 if they prefer. Check stories for spelling and be sure that the stories are shared.

Most commonly misspelled words repeated: come, down, here; appearing for the first time: goes, some.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 5; Phonic Analysis, Ex. 2; Structural Analysis, Ex. 1, 4; Dictionary, Ex. 1, 3, 5; Other, Ex. 6.

ANSWERS TO EXERCISES

1. (a) go, going, goes, come, back, down, here, oh, gone; (b) go; (c) go; (d) go, goes, going, gone

2. come, some
3. down, here, go, going, back
4. (a) comes, coming; e is dropped
5. (a) oh; (b) back; (c) here
6. This activity could be related to geography, re wind direction, local physical features, map-making, etc., or it could be purely creative.

EXTRA HELP

1. . Write down and two more words that have the same ow sound. (now, town, etc.)
 - . Now write two words that have a different ow sound. (Hint: think of a big black bird that caws.) (crow, blow, snow, etc.)
2. Which word in the list has only one sound? Circle the silent letter. (oh)
3. Four words in the list end with silent e. Write them in alphabetical order. (come, gone, here, some)
4. Find words in the list that rhyme with

. crack (back)	. hum (come or some)
. tear (here)	. snowing (going)
. blows (goes)	. clown (down)
. so (oh or go)	. on (gone)

FOR GOOD SPELLERS

1. . Under go, write the three words in the list that have endings added to go. (goes, going, gone)
 - . Now write do and add the same three endings. (does, doing, done)
2. . Write down and three more words in which ow has the same sound. (frown, clown, brown, etc.)
 - . Write round and three more words that have ou spelling the same sound. (sound, mound, pound)
3. Here are some extra letters. Add them to the words below to make new words.

- . Add l to back. (black)
 - . Add wel to come. (welcome)
 - . Add r to down. (drown)
 - . Add r and w to go. (grow)
4. . Write these words. Beside each, write the word in the list that sounds the same: owe, sum, hear. (oh, some, here)
- . After the letter of each sentence, write the correct word from the words given above.
 - (a) The ___ of six and four is ten. (sum)
 - (b) How much money do I ___ you? (owe)
 - (c) Do you ___ the church bells? (hear)

UNIT 26

SUGGESTIONS FOR TEACHERS

Have four or five student volunteers practise skipping to and chanting the verse and be ready to demonstrate it as an introduction to the unit. Others may then try it at recess or in gym class. The words are quite easy to memorize.

Be sure pupils remember the meaning of the terms used in Exercise 2 before requiring them to write.

In re-teaching, you may wish to point out some features of the words in addition to those in the text: o with the sound of short u in from, the oo sound in do and to, and the vowel pair ei in their. Provide practice in using all of the possessives in the Creature's message.

The Name Game may be played at any time children have a few spare minutes to be used constructively. You and they can work out variations of the game (pairing pupils whose names begin with the same letter,

for instance) and assign points if you want to make it competitive.

Most commonly misspelled words repeated: had, her, much, our, their, to; appearing for the first time: from, him.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2; Phonic Analysis, Ex. 2, 3; Dictionary, Ex. 4; Other, Ex. 4.

ANSWERS TO EXERCISES

1. tell, to, do, from, him, her
2. (a) tell; (b) from; (c) much, their; (d) their, our
3. e.g.; sad, mad; dim, rim
4. (a) her, their, our; (b) her, their, our
5. This activity could also be played in small groups of three or four, with each child using all of the names in the group.

EXTRA HELP

1. . Which words in the list would you find in the a - m half of a dictionary? Write them in alphabetical order. (do, from, had, her, him)
 - . Do the same with the words you would find in the n - z half of a dictionary. (much, our, ran, tell, their, to)
2. Use the words to and from to complete these sentences.
 - . I gave the book ___ my friend. (to)
 - . The birds sing ___ morning ___ night. (from, to)
 - . We had a letter ___ Pat today. (from)
3. Which words in the list rhyme with these?

. bell (tell)	. such (much)	. sour (our)
. fan (ran)	. pear (their)	. drum (from)
. to (do)	. do (to)	. fur (her)

4. Complete this puzzle to make five words in the list.

			h		(much)
					(had)
		d			(do)
					(our)
		r			(ran)

FOR GOOD SPELLERS

1. Which words in the list do you see in these larger words?

- | | |
|---------------|-----------------|
| • shade (had) | • teller (tell) |
| • sour (our) | • undone (do) |
| • crane (ran) | • together (to) |

2. Can you complete this chart?

Present	Past
(run)	ran
do	(did)
tell	(told)
(have)	had

3. . Add self to two words in the list to make compound words. (herself, himself)
- . What form of self would you add to our to make a compound word? Write the compound word too. (selves, ourselves)
4. . Write these words and their homonyms in the list: hour, two, there. (our, to, their)
- . Use one of your pairs of homonyms in a sentence to show the different meanings. Like this: Our train will be here in an hour.

UNIT 27

SUGGESTIONS FOR TEACHERS

The story and picture in the text may be used to introduce the unit. Encourage children to contribute to such discussions - their vocabularies will benefit, as will their general facility with and interest in language as a means of self-expression.

All but Exercise 4 approach the words in context. You may wish to supplement with, or point out at the re-teaching stage, these structural features: tonight is a compound word (compare with today) as is because - have pupils write the two words that form each compound; has ends with the z sound as because does - ask pupils for more examples of each spelling, e.g., as, is, was, cause, pause, use. Vowel pairs occur in because, your, and day, double letters in getting and good. Initial consonants may be changed in bed, fun, and day to make word families (e.g., fed, led, red; bun, gun, sun; bay, hay, may).

Before assigning Exercise 6, have some discussion of the topic so that children can pick up specific ideas for their stories. You may wish to suggest that the stories be illustrated and taken home to be shared, as in the story at the beginning of the unit; if so, check spelling before illustrations are done and have pupils make a good copy if necessary.

Most commonly misspelled words repeated: day, fun, getting, good, on; appearing for the first time: because, has, your.

Skills developed in the basic exercises: Word Perception, Ex. 1, 4; Phonic Analysis, Ex. 2; Structural Analysis, Ex. 4; Dictionary, Ex. 4, 5; Other, Ex. 3, 6.

ANSWERS TO EXERCISES

- (a) has, tonight, getting, bed, your, good, day, fun;
(b) because, after, on
- (a) day; (b) good; (c) tonight
- (a) your; (b) your book, your bed
- (a) tonight, getting, because, after; (b) because; (c) get
- (a) has; (b) after; (c) good; (d) day; (e) on; (f) getting
- See introductory notes.

EXTRA HELP

- Use these clues to find the answers in the list.
 - It has a double vowel. (good)
 - It has a double consonant. (getting)
 - It is a compound word. (tonight)
 - It means the opposite of yes when spelled backwards. (on)
- Write the words in the list that have a short vowel sound. Circle the short vowels. (has, bed, getting, because, after, fun, on; accept good)
 - Which words have a vowel pair (two different vowels together)? Underline the vowel pairs. (because, your, day)
- Write tonight and four more words that end with ight, such as light. (light, might, right, fight, sight)
- Tonight is a compound word telling about time. Write tonight and two more compound words that begin with to. (today, tomorrow)

FOR GOOD SPELLERS

- Write the word after. Make six new words using some of the letters in after. (fat, fate, far, tea, tar, tear, raft, rear, etc.)
 - Write the word your. What two small words do you see in your? (you, our)

2. Word Puzzles

- . This word tells you why. (because)
- . This word tells you when. (tonight or after)
- . This word tells you whose. (your)

3. The base word of getting is get.

- . What happened to the t of get when ing was added? (doubled)
- . Add ing to these base words: set, bat, rot, fit. (setting, batting, rotting, fitting)

4. If you flip a word in the list and add it to itself, you will have the name of a time of day.

- . What is the word in the list? (on)
- . What is the time of day? (noon)

UNIT 28 (Review)

SUGGESTIONS FOR TEACHERS

A pre-test is provided for your convenience. As usual, read the sentence, then repeat the word to be spelled. Allow students time enough to write, and keep the atmosphere relaxed and without fear. Excuse from further study those who can spell the words, or all but one or two of them, and assign to them "For Good Spellers" or related language work. Have the other pupils do the regular exercises and test again. Excuse those who have learned the words - you may assign them selected exercises in "For Good Spellers" - and re-teach the misspelled words to those who are still having trouble. Vary your approach from your original presentation - that is, if you have already emphasized the structural features of a word, have pupils now use it in context (e.g., in a sentence, as an opposite, or in answer to a question or definition) or emphasize the sound of

the word (e.g., with rhyming words). A visual and kinesthetic approach may be very successful with children who have considerable spelling difficulty - let them print, in large letters on newsprint, using coloured pencils or markers or felt pens, the words being studied; or have them print the words on the chalkboard, saying the letters aloud as they do so. These activities can be assigned at any time during the program that you have a group of pupils who need extra help. Have these pupils do the "Extra Help" exercises, and have all pupils do the final test, which can be a repetition of the pre-test if you wish.

Note that thirteen of the twenty words in the list are among those most commonly misspelled, and some may therefore have to be re-taught more than once, and perhaps noted for future re-teaching as well.

Pre-Test

1. What time is supper tonight?
2. Please read that story.
3. I like that book because of the beautiful pictures.
4. I received a gift from my grandmother.
5. Where is your other book?
6. B comes after A.
7. Their principal is Mrs. Brown.
8. My dog can swim.
9. Can your dog do tricks?
10. Our classroom is upstairs.
11. Did you see her Siamese cat?
12. That is a pretty cake.
13. How many days are there in a week?
14. Do your best work.
15. That is a red apple.
16. Some of these apples are yellow.
17. Can you be at school early tomorrow?
18. I am going to the birthday party.
19. John enjoys getting up early.
20. What song shall we sing today?

(For a theme-related review activity, see Themes section in the Foreword).

Most commonly misspelled words repeated: because, from, getting, her, many, my, our, please, pretty, some, their, today, your.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3, 4, 6; Phonic Analysis, Ex. 1; Structural Analysis, Ex. 1, 5; Other, Ex. 2.

ANSWERS TO EXERCISES

1. (a) please, from, pretty; (b) going, getting; (c) other, their; (d) my, pretty, many, today; (e) please, because, some; (f) other, after, her
2. my cat, our house, their kite, her game, your dog
3. (a) please, because; (b) pretty; (c) from, other, some; (d) tonight, do, today; (e) many; (f) my
4. (a) many; (b) because; (c) red
5. (a) by; (b) bye; (c) goodbye
6. other, their, my, pretty, please, do, red, her, be

Extra Help

1. a-m: after, be, because, do, from, getting, going, her, many, my; n-z: other, our, please, pretty, red, some, their, today, tonight, your
2. please, because, other, after, their, her, pretty, red, some, be, getting
3. (a) pretty, getting; (b) your; (c) pretty, many; (d) please, pretty, from, please, because, their, tonight
4. Check sentences for spelling and structure.

For Good Spellers

1. other, tonight, some, many, because, please, from
2. (a) yesterday, tomorrow; (b) last night, tomorrow night; (c) crimson, scarlet, pink, wine, rose, etc.
3. ease

4. (b) midnight; (c) noon; (d) tonight; (e) sunset; (f) morning; (g) dusk; (h) evening; (i) dawn; (j) afternoon

UNIT 29

SUGGESTIONS FOR TEACHERS

(Units 29-34: Spring; see Themes section in the Foreword)

A discussion of birds could introduce the unit, with children giving you the names of birds they see in the springtime. You could list these on the chalkboard, or on a bulletin board with accompanying pictures, and add the names of more birds that are thought of, encountered in reading, or observed. Lead children to talk about wild birds and tame or domestic birds and to decide in which category robins and hens (and others) belong.

Words such as found that are spelled with ou rather than ow must simply be remembered through study and use, but association with family words may also be helpful, e.g., bound, ground, hound, mound, round, sound, wound.

The formation of plurals as in the Creature's message may be reinforced by having pupils write the plurals of other such words they have studied and of common words: daddy, story, family, city, country, fly, lady, puppy, party, etc.

Structural features you may wish to note are: silent e in little and blue; vowel pairs in four, blue, found, today; consonant blends in blue and found. Rhyming word families may be built from got and hen (cot, dot, hot, lot, not, pot, rot, etc., den, men, ten, etc.)

If you regrouped pupils following the review in Unit 28, check to be sure they are now working at an appropriate level.

Most commonly misspelled words repeated: little, today.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 4, 5; Phonic Analysis, Ex. 2, 4; Structural Analysis, Ex. 2, 3; Dictionary, Ex. 4.

ANSWERS TO EXERCISES

1. four eggs, bird or robin, baby, robin or bird
2. (a) found, pound; (b) four, pour
3. (a) robins, hens; (b) babies: more than one baby
4. (a) got; (b) little; (c) four; (d) blue; (e) baby; (f) robin

EXTRA HELP

1. Write the words in the list
 - that have ou in them. (four, found)
 - that end in y. (baby, today)
2. Write little with each word in the list that it could tell about. (baby, robin, hen)
3. Which words in the list do you see in these words?
 - bluebird (blue) • when (hen)
 - fourteen (four) • forgot (got)
4. Write the word from the list and the new word:
 - hen - change h to t. • got - change g to n.
(ten) (not)
 - four - change f to y. • found - change f to
(your) gr. (ground)

FOR GOOD SPELLERS

1. . Write the extra word that is in the singular form.
Write its plural form too. (bird, birds)

- . Write the other extra word and its singular form. (eggs, egg)
- 2. . Under bird, write the two birds named in the list. (robin, hen)
- . Add the names of three more kinds of birds that you know. (e.g., sparrow, wren, hawk)
- 3. Use words from the list to complete this sentence.
I a bird . (found or got; little, baby, or blue; today)
- 4. . Put t and then w in front of a word in the list to make two new words. (then, when)
- . Add th and then teen to a word in the list to make two new words. (fourth, fourteen)
- 5. A hen is a bird that is good to eat. What are three more kinds of birds that people eat? (e.g., turkey, goose, duck)

UNIT 30

SUGGESTIONS FOR TEACHERS

The unit might be introduced with a discussion of farm animals. Draw out the distinction between domestic and wild animals, as you did with birds in Unit 29. Again, consider making a list with illustrations, and add more names of animals to it as children think of or encounter them. This activity may help pupils with the vocabulary they need for their stories in Exercise 7.

Be sure to have children use the word were in context, and do not introduce the homonym at this

time. Point out the small word as in has, and compare the short u sound of o in from with the same sound in come and some. Note particularly the silent k at the beginning of know and ask children to think of other words that begin with kn - give them clues to knee, knit, knock, knife, words that will probably look familiar to them when you write them on the board. You may also want to have them refer to their dictionary for kn words.

The easy three-letter words in the list should not cause any trouble. You might want to make up a game, with different groups listing as many rhyming words as they can for cow, sat, old, dog, and pet; encourage the use of consonant blends, e.g., flat, frog, to increase the number of words they can supply - you could give an extra point for words with blends (provided they are correctly spelled, of course).

Most commonly misspelled words repeated: from, has; appearing for the first time: know, were.

Skills developed in the basic exercises: Word Perception, Ex. 1, 3, 5; Phonic Analysis, Ex. 3, 5; Structural Analysis, Ex. 2, 6; Dictionary, Ex. 4; Other, Ex. 7.

ANSWERS TO EXERCISES

1. cow, cat, dog
2. cow, cat, dog, pet, rat
3. (a) cow, know; (b) know: blow, snow, crow, low, etc.; cow: how, now, brow, etc.
4. (a) know, has; (b) sat, were
5. (a) were; (b) from; (c) old; (d) know
6. e.g., dot, dig, hog; ran, rut, hat; pen, pot, set; hat, his, gas
7. Check stories for spelling and structure. Encourage children to comment on each other's stories in a constructive way.

EXTRA HELP

1. Write old in front of each word in the list that it could tell about. (cow, cat, dog, pet, rat)
2. Make new words. Put b, c, and then s in front of: at, old. (bat, cat, sat; bold, cold, sold)
3. Which words in the list rhyme with these?

• drum (from)	• bow (cow)
• show (know)	• log (dog)
• share (were)	• jazz (has)
• wet (pet)	• brat (sat)
4. Write a word from the list that begins with each letter of the word below.

<u>r</u>	(rat)
<u>o</u>	(old)
<u>c</u>	(cow or cat)
<u>k</u>	(know)

FOR GOOD SPELLERS

1. What farm animals do you see in the picture of the barnyard? (cows, horse, pigs, sheep, hen)
2. Which of these would you call a domestic animal: bear, cow, dog, wolf, cat? (cow, dog, cat)
 - Which of these is a wild animal: pig, rat, horse, beaver? (rat, beaver)
3. Which of these words completes each sentence below: has, have, was, were?
 - The old cow in the barnyard. (was)
 - The rats eating the cheese. (were)
 - The children a new pet. (have)
 - The dog a big bone, (has)
4. Write the word not after were and has to give them opposite meanings. (were not, has not)
 - Now change each word pair to a contraction and use it in a sentence. (weren't, hasn't)
5. Where would you rather live - in a city or on a farm? In a few sentences, tell why you feel as you do. (Check stories for spelling and form and be sure they are shared with the rest of the class.)

UNIT 31

SUGGESTIONS FOR TEACHERS

Use the story to introduce the unit, and encourage children to discuss walks they have taken, or a class walk, if you have had one.

You may wish to borrow approaches to the words from the extra exercise materials to supplement the regular exercises. You may also point out the silent l in could, the consonant blend in please, and the consonant pair in with.

Children may be able to suggest other words they know that have two meanings, when you are discussing Exercise 6, and to use them in both ways. Allow them to do so if you wish, but not at the expense of learning the words in this unit's list. Some such words they have already studied include back, last, may, dress, name, snow, time, train, and well, among others. (See the note on homonyms in the teaching suggestions for Unit 32.)

Continue to test, re-teach as necessary, and re-test. Provide additional practice for pupils who need it, and help individuals or small groups with specific problems. Be sure to encourage all pupils' progress, no matter how slight it may be in some cases, and to try through varied approaches to maintain interest in spelling correctly.

Most commonly misspelled words repeated: because, could, him, please, with; appearing for the first time: saw.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2; Phonic Analysis, Ex. 2, 5; Dictionary, Ex. 3, 4, 6; Other, Ex. 7.

ANSWERS TO EXERCISES

1. saw, could, because, gave, him, eat, tonight

2. (a) eat, please, could, because; (b) could, with; (c) tonight, night; (d) please, gave, because
3. (a) saw, gave; (b) sees, gives
4. Present: see, give, eat, race; Past: saw, gave, ate, raced
5. e.g., sight, save, beat, jaw
6. As always, check stories for spelling and structure and have pupils correct errors in list words. Be sure stories are shared; they may also be displayed.

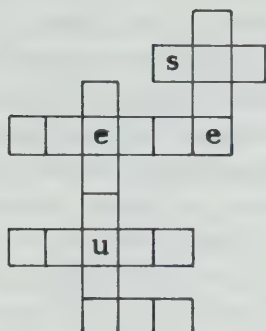
EXTRA HELP

1. Write the words in the list in alphabetical order. (because, could, eat, gave, him, night, please, saw, tonight, with)
2. Which words in the list do you see in these longer words?
 - . nightmare (night) . sawdust (saw)
 - . couldn't (could) . forgave (gave)
 - . treat (eat) . pleased (please)
3. Write him and three words that rhyme with him. (dim, rim, slim, Tim, etc.)
4. Which words in the list have the sound of long e? Circle the letters that make the long e sound. (eat, please, because)
5. To which word in the list can you add out to make it mean the opposite? Use the new word in a sentence about Spot the puppy. (with, without)

FOR GOOD SPELLERS

1. Find the missing words in the list.
 - . Not her but _____. (him)
 - . Not today but _____. (tonight)
 - . Not took but _____. (gave)
 - . Not thank you but _____. (please)

2. Complete this puzzle to make six words from the list.



(gave, saw, because, please, could, eat)

3. . Add each of these to a word in the list to make a new word: out, mill, self, n't, mare. (without, sawmill, himself, couldn't, nightmare)
- . Write a sentence, using any two of your new words in it.
4. You are going on a picnic. What are four things you would like to take for your picnic lunch? (e.g., sandwiches, cookies, pop, fruit; accept reasonable answers)

UNIT 32

SUGGESTIONS FOR TEACHERS

Use the theme to introduce the unit. For instance, have children imagine, with you, a rainy Saturday afternoon in spring. What ways of spending the afternoon can they think of that would be fun, or interesting, or exciting, or unusual? List the activities on the board and leave the list there during the unit study - it may be useful to the children when doing Exercise 6.

Homonyms

Homonyms should be approached with care. It is important that the spelling of such words as two and too (and to) be firmly established through contextual use before they are presented together as homonyms. With poorer spellers, and perhaps some average ones, you will probably not want to confuse them by going beyond the homonyms that are identified in the exercise materials provided. Average spellers who show interest, however, and good spellers whose interest will already have been made apparent, should be encouraged in this enjoyable language activity. Have them watch for and note homonyms in their everyday reading, and suggest that they keep, if they wish, a list of their own. Emphasize that every homonym listed should also be used in context in a sample sentence. A challenge to good spellers is to use a pair (or trio) of homonyms in a single sentence, e.g., Those two girls want to come too. Pupils could begin their lists by finding the homonyms for words in the Book 2 word list, most of which they have now studied, i.e.:

all, ball, be, bear, been, blue, but, by, dear, eight, for, here, in, it's, know, new, night, not, one, our, read, saw, see, seen, so, some, sun, their, to, we, were, you.

Most commonly misspelled words repeated: make, many, pretty, too, two; appearing for the first time: fine, in.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2; Phonic Analysis, Ex. 1, 3, 4; Structural Analysis, Ex. 3; Dictionary, Ex. 2, 5; Other, Ex. 6.

ANSWERS TO EXERCISES

1. (a) make, fine; (b) eight, two; (c) all, pretty; (d) pretty, many; (e) eight, make, two, fine

2. (a) two, too; (b) two, too
3. (a) ball, tall, hall, fall, wall; (b) flake, snake, brake; (c) inside, into, indoors
4. (a) many; (b) eight; (c) in; (d) make; (e) fine; (f) all
5. many, in, all, pretty
6. As always, make sure that stories are checked, evaluated, and shared.

EXTRA HELP

1. Use these clues to find the answers in the list.
 - . It can describe a dress. (pretty or fine)
 - . It means also. (too)
 - . It means a lot. (many)
 - . It is three minus one. (two)
2. Write the two words in the list that have two vowel sounds. Circle the vowels. (pretty, many)
3. . Write the two homonyms in the list. (two, too)
 - . Which word in the list is a homonym of ate? (eight)
4. Add y and then teen to eight to make two new numeral words. (eighty, eighteen)
5. . Which word in the list do you see in another word in the list? Write both. (in, fine)
 - . Which word in the list do you see in these: tall, tool, makes? (all, too, make)

FOR GOOD SPELLERS

1. . Write the extra word and a rhyming word that spells the rhyming parts the same. (bear, wear, tear)
 - . Write two more rhyming words that spell the rhyming parts in two other ways - for example, care and hair. (e.g., dare, fair)
2. . Write the words in the list that have the sound of long a. (eight, make)

- . Write a rhyming word for each of your answers above that spells the rhyming parts the same. (e.g., weight, freight; take, cake)
- 3. . What pair of homonyms is in the list? What is another homonym for these words? (two, too; to)
 - . Write eight and a homonym for eight. Use both words in one sentence. (ate)
 - . What is a homonym for the extra word? Use it in a sentence to show what it means. (bare)
- 4. Under pretty, write words that begin with the same consonant blend and rhyme with: day, roof, less, mint. (pray, proof, press, print)

UNIT 33

SUGGESTIONS FOR TEACHERS

A few encouraging remarks about the children's progress in spelling to date, mentioning that they are now able to spell many, many words (and this is true even for poor spellers) might be an appropriate way to introduce this unit. Perhaps with some reference to or discussion of reasons for wanting to be able to spell (to write letters, stories, schoolwork, etc.), point out the messages at the beginning of the unit. The one about writing is intended as a reminder to write (print) carefully at all times, so that writing can be easily read and so that writing mistakes do not become spelling mistakes. (This would be an appropriate unit during which to check pupils' printing ability and provide extra practice where necessary.) The second message refers to the two kinds of lists that children should be keeping: one, of words they have misspelled, a list that should be referred to and practised by the pupil and occasionally

checked by you for accuracy; the other, a list of words that the pupil wants or needs to be able to spell - words from other subject areas, words that have been looked up in dictionaries or discovered in reading, or just interesting words encountered from any source. Do not make the keeping of this second list a chore; allow a pupil's interest to determine how long or how short the list will be. Do encourage a lively involvement with words in every way you can.

You may wish to teach the word there before having pupils do Exercise 2. Have them use it in context, compare it with were, and underline the opposite word within it (here).

The words in this list lend themselves to the rhyming game in the teaching suggestions for Unit 30.

Most commonly misspelled words repeated: come, some, their; appearing for the first time: there.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3, 6; Phonic Analysis, Ex. 4; Structural Analysis, Ex. 3, 5; Dictionary, Ex. 1, 2, 3, 5; Other, Ex. 2.

ANSWERS TO EXERCISES

1. an, can, come, read, so, some, their, there, will
2. (a) their, there; (b) there, their; (c) their, there
3. (a) read, read; (b) reads, reading, reader
4. an, can; some, come
5. (a) fan, man, ran, tan, etc.; (b) cat, car, cap, cab, etc.; (c) cannot
6. (a) an, can, will, their or there; (b) e.g., want, chair, rate

EXTRA HELP

1. Which word in the list
 . has a double consonant? (will)

- . begins with a vowel? (an)
 - . ends with a long vowel sound? (so)
 - . has a long vowel sound in the middle? (read)
2. Which words rhyme with these?
 - . bread (read) . come (some)
 - . spill (will) . an (can)
 3. Which words are the opposites of these?
 - . go (come) . can't (can)
 - . here (there) . won't (will)
 4. Use words from the list to complete this sentence.
They took all ___ comic books over ___ to ___. (their, there, read)

FOR GOOD SPELLERS

1. Which words in the list are homonyms of: red, sew, sum, reed? (read, so, some, read)
2. . Write the words in the list that begin with a consonant pair. (their, there)
 - . Add the same consonant pair to two words in the list to make new words. (than, thread)
3. Write the numbers from 1 to 8. After each, write the list word that belongs in the blank with the same number. Some words may be used more than once.

Harry was sick, ¹ ___ his friends came to ² ___ to him. They had written stories about ³ ___ trip to the zoo. ⁴ ___ stories were very funny and others were exciting. Harry's mother came in with ⁵ ___ cookies and milk for the children.

"When ⁶ ___ Harry ⁷ ___ back to school?" they asked her.

"He ⁸ ___ be back soon," she said.

(1-so, 2-read, 3-their, 4-Some, 5-some, 6-will, 7-come, 8-will)

UNIT 34 (Review)

SUGGESTIONS FOR TEACHERS

This is the last review before the final one for the year's spelling program. There is time in the next few weeks to help pupils with specific problems and to provide extra practice with words that still prove difficult. Check pupils' own lists of words they have misspelled, and remind them to use the study steps for learning a word.

Pre-test as usual, and follow the procedure for review units that has been previously outlined. Beside your usual assignment of the extra exercise material, you may wish to make selective use of these exercises - for example, by assigning one or more of the "For Good Spellers" Exercises 2, 3, 4, to pupils who, after re-teaching, show that they have mastered the list words. Conclude with a final test on the list for all pupils. Regroup any children whose results suggest they should be working at a higher or lower level.

Here are some word groupings for study that may be useful.

short a: rat, cat

long i: fine, tonight

silent letters: fine, know, there, saw, were, tonight

begin with r: read, robin, rat

have w: know, will, saw, were

Pre-Test

1. Have you read this book?
2. I feel fine, thank you.
3. The mother robin laid three eggs.
4. What kept you so long?
5. Do you know how to spell these words?
6. I'm going to take my dog for a walk.

7. A rat has a long tail.
8. You will come, won't you?
9. There goes the bell.
10. Does your cat like liver?
11. We saw a rainbow yesterday.
12. That hen lays brown eggs.
13. We were all invited to the party.
14. We all had a good time.
15. Is that your baby brother?
16. My favourite program is on TV tonight.

(For a theme-related review activity, see Themes section in the Foreword)

Most commonly misspelled words repeated: fine, know, saw, there, were.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3, 4, 6; Phonic Analysis, Ex. 3, 4; Structural Analysis, Ex. 2; Dictionary, Ex. 4, 5, 6.

ANSWERS TO EXERCISES

1. baby, will, robin, were, know, tonight
2. (a) robin, dog, rat, cat, hen, baby; (b) robins, dogs, rats, cats, hens, babies
3. long e: read, baby,; short e: read, there, hen, were;
long o: so, know; short o: robin, dog, saw, all
4. (a) will, all; (b) robin, baby, tonight; (c) so, know;
rat, cat; there, were
5. baby, fine, know, read, were, will
6. 1: robin, 2: baby; 3: know, 4: were, 5: hen

Extra Help

1. all, cat, dog, hen, rat, saw
2. (a) tonight; (b) there; (c) read; (d) know
3. (a) fine; (b) so, know; (c) dog; (d) cat, rat; (e) will; (f) saw; (g) tonight; (h) read; (i) hen
4. (a) ball, call, tall; (b) raw, paw, law; (c) pill, fill, kill

For Good Spellers

1. (a) e.g., bead, please; (b) e.g., bread, thread
2. Where are you going after school today?
3. groundhog, flowers, leaves, grass turning green, warmer weather, bikes, skipping ropes, baseball, etc.
4. so, tonight, baby, all, were, robin, know, saw, hen

UNIT 35

SUGGESTIONS FOR TEACHERS

(Units 35-40: Summer; see Themes section in the Foreword)

Use of the picture story for discussion will introduce the unit and will prepare children to do the first exercise as well.

Several of the exercises are based on structural features of words in the list. Such exercises may always be supplemented by having pupils supply additional words with a specific feature (e.g., the sound of o in once may also be found in son, won, some, etc.; c spelling the sound of s appears also in cent, Celsius, cereal, etc.). In re-teaching you will probably want to vary your approach by stressing the meanings of the words, having pupils use them in context.

Note that the suffixes s, ed, ing, and er may be added to time (silent e being dropped before any of the latter three is added), that book may be a verb to which suffixes can be added, that the present form of took is take, and that the present form of were is are. Use these points, other than with good spellers, with discretion. Poorer spellers, and perhaps some average

ones, should probably not go far beyond the words actually in the list. However, at this stage of the spelling program you doubtless know which pupils are capable of a certain amount of challenge.

Most commonly misspelled words repeated: how, school, were; appearing for the first time: about, now, once, teacher, time.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3, 5, 6; Phonic Analysis, Ex. 2; Structural Analysis, Ex. 3, 4, 5, 6; Dictionary, Ex. 4; Other, Ex. 7.

ANSWERS TO EXERCISES

1. Check sentences for spelling and structure.
2. (a) book, took; (b) how, now; (c) once, time, were
3. (a) upon; (b) school; (c) once
4. (a) teach; (b) teacher, teaches, teaching; (c) teacher, teaches, teaching
5. lets, letting; t is doubled
6. (a) took, look, cook, crook; (b) cool, fool, pool, tool
7. Encourage creativity and make sure that the good features of children's writing are recognized by you and by their classmates.

EXTRA HELP

1. . Write the three words in the list that have two vowel sounds. (teacher, about, upon)
- . Which one of the three is a compound word? (upon)
2. Word Puzzles
 - . You read it. (book)
 - . A place where we learn. (school)
 - . What a clock tells us. (time)

- . Not twice but . (once)
 - . A question word. (how)
 - . Right at this time. (now)
3. In what words in the list do you see these small words?
- | | |
|-------------------|------------------|
| . on (once, upon) | . out (about) |
| . we (were) | . each (teacher) |
| . too (took) | . me (time) |
4. Write words from the list that begin with the letters of the word below.
- t (time, teacher, or took)
- o (once)
- a (about)
- s (school)
- t (teacher, took, or time)

FOR GOOD SPELLERS

1. The word time can have two meanings.
- What is the time?
- Will you time the race?
- . Add the endings s, ed, and ing to the base word time. Use one of the word forms in a sentence. (times, timed, timing)
2. The word book can also have two meanings.
- Hand me the book, please.
- Remember to book seats for the concert.
- . Add the endings s, ed, and ing to the base word book and use one of the forms in a sentence. (books, booked, booking)
3. Write
- . took and its present form. (take)
 - . were and its present form. (are)
4. . Change the sound of oo in book and took by changing their last letter to th. (booth, tooth)
- . Change the sound of oo in school by changing sch to w. (wool)

5. Use the clues to complete these rhyming sentences.

- . How now, ¹ ² ? Clues: 1. a colour; 2. a farm animal. (brown cow)
- . ¹ , the ² took the ³ book. Clues: 1. Use your eyes; 2. a robber; 3. you use this in the kitchen. (Look, crook, cook)

UNIT 36

SUGGESTIONS FOR TEACHERS

Have the children think and talk about summer as an introduction to the unit. Many ideas should emerge that will be helpful to them when it is time to do Exercise 5. You may want to make a list of summer activities on the board as they are mentioned.

Before having pupils write Exercise 3, reinforce the Creature's message by writing on the chalkboard compounds that the children suggest (with your help), e.g., sailboat, houseboat, sunshine, etc. An oral approach will help to give children a feeling for compounds. Similarly, discuss Exercise 4 before requiring children to write, and have them reply with the comparative forms of adjectives that you say aloud: old, new, tall, short, hot, tiny, etc.

Pupils might enjoy a game based on suffixes and compounds. It may be played by a group of about six children. In turn, give each a chance to call out and spell a new word made by adding to a word you give

from the list, e.g., water: waters, watered, watering, waterfall. A pupil who misspells or can't think of a word is out and the next pupil gets a chance. Or divide pupils into groups and have each group make up a list of new words made from some of the list words, with a point for each that is correct; the group with the most points wins.

Note that long, fine, sun, and water have more than one meaning (i.e., they may also be used as verbs). Have pupils use them in context to show both meanings.

Most commonly misspelled words repeated: fine, there; appearing for the first time: every, them, think.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 4, 5; Phonic Analysis, Ex. 2; Structural Analysis, Ex. 3, 4; Other, Ex. 5

ANSWERS TO EXERCISES

1. long, every, think, run, into, sun, them
2. (a) there, think, them; (b) run and sun, water, there, fine, long, think
3. (a) into; (b) everyone, everybody, everything, everywhere
4. (a) longer, longest; (b) fine; silent e was dropped; (c) sunnier, sunniest; (d) longer, longest; finer, finest; sunnier, sunniest; funnier, funniest
5. When the stories have been checked, corrected, and shared, pupils might enjoy making a summer collage with their pictures for display on a bulletin board or in the hall or library.

EXTRA HELP

1. Write the words in the list
 - that have e in them. (there, every, fine, water, them)

- . that end with two consonants. (long, think)
 - . that rhyme with each other. (run, sun)
2. Write the word from the list that completes each sentence.
- . I brush my teeth __ morning. (every)
 - . I __ I can go to the show tomorrow. (think)
 - . She will __ to the store. (run)
 - . Throw the ball over __. (there)
3. Join a word from group A with a word from group B to make a compound word. The first one is in the list.

A	B
in	to
sun run	way selves
them every	shine where

(into, sunshine, runway, themselves, everywhere)

FOR GOOD SPELLERS

1. Complete this chart with the correct word forms.

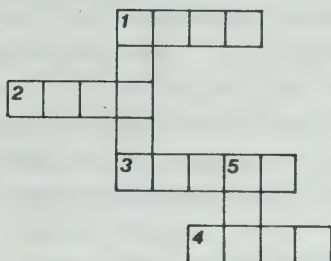
sunny	sunnier	sunniest
sleepy	(sleepier)	(sleepiest)
wet	(wetter)	(wettest)
muddy	(muddier)	(muddiest)
big	(bigger)	(biggest)

2. Under the word water, list all of these words that name forms of water. Can you find eight?

sun ice cloud earth heat rain gas frost tree
hail mist sky snow oil steam

(ice, cloud, rain, frost, hail, mist, snow, steam)

3. Which words in the list fit the puzzle?



Across

1. It rhymes with stem. (them)
2. It rhymes with wine. (fine)
3. It means all. (every)
4. It is a compound word. (into)

Down

1. It sounds like their. (there)
5. What you do in a race. (run)

UNIT 37

SUGGESTIONS FOR TEACHERS

This unit could be related to your social studies program through discussion of the kinds and locations of towns in the geographic area being studied. Discussion should also include, of course, your own town and/or the towns in your area; a map-making activity could be an interesting addition.

You may wish to point out that seen and been are never used without a helper (see Exercise 4). Ask pupils

for the base words of seen, been, and goes and have them add ing to each to form new words (seeing, being, going). New words may also be made by building rhyming word families for some of the list words - children could make a "town" of their own by writing word families on drawings of houses or other buildings. Fairly extensive families can be developed from town, not, seen, out, and then, and a limited one from third (bird).

Be sure to provide practice in words that you have noted as causing difficulty, and in words from pupils' own lists of words they have misspelled. Continue, too, to remind children to use the study steps and help them if necessary with basic dictionary use.

Most commonly misspelled words repeated: goes, out, then; appearing for the first time: been, not.

Skills developed in the basic exercises: Word Perception, Ex. 1, 3, 5; Phonic Analysis, Ex. 3; Dictionary, Ex. 4, 6, 7; Other, Ex. 8.

ANSWERS TO EXERCISES

1. You may wish to have pupils write the words on only one building and check them before writing the next group; or you may ask them to put the words on a building in alphabetical order.
3. (a) seen, been; (b) third, then; (c) you, out; (d) yes, goes
4. (a) no; (b) yes
5. not, yes, been, third, you
6. yes, town, goes, then, out
7. third
8. Remind children, if you wish, of the opening discussion, but allow them to write about either a real or an imaginary town. They may want to illustrate their stories with drawings and/or maps.

EXTRA HELP

1. . Write the words in the list that begin with y. (yes, you)
 - . Write two more words that begin with y. (year, yesterday, etc.)
2. Write
 - . out and two words that rhyme with out. (scout, about, etc.)
 - . town and two words that rhyme with town. (down, brown, etc.)
3. . Which words in the list are homonyms for bean and knot? (been, not)
 - . Which word means after second? (third)
 - . Which word is the opposite of then? (now)
4. Write the words in the list that have
 - . the sound of short o. (not)
 - . the sound of long e. (seen, been)
 - . the sound of short e. (yes, then)
 - . o in a vowel pair. (you, out, goes)

FOR GOOD SPELLERS

1. The answers are in the list. Write the clue words too.
 - . I am a homonym for something that is hard to untie. (not-knot)
 - . I rhyme with something that flies. (third-bird)
 - . I rhyme with part of your face. (goes-nose)
 - . I rhyme with the colour of the sky. (you-blue)
2. The word third is called the ordinal of the numeral three. What are the ordinals of: two, four? (second, fourth)
3. . Write been and its homonym. Notice the different spellings of long e. (bean)
 - . Write three more words that use ee to spell long e. (seen, bee, three, etc.)

- . Write three more words that use ea to spell long e. (seat, tea, please)
- 4. Can you unscramble these groups of words to make sentences? You will need to add capitals and punctuation.
 - . the will at meat meet store we (We will meet at the meat store.)
 - . dear deer Santa carrot here is your a for (Dear Santa, here is a carrot for your deer.)

UNIT 38

SUGGESTIONS FOR TEACHERS

The story and a discussion of safety rules should introduce this unit. In fact, you may wish to relate the unit to a school Safety Week or a visit by a traffic or water-safety officer.

You will notice that quite a number of the most commonly misspelled words are listed once more. Present them as if for the first time, drawing attention to any notable features, and provide opportunities for practice in writing them in context.

You might consider pre-testing the class and deleting from the list any words that all pupils spell correctly. Words from previous units that are still causing difficulty could be added to the list.

Now, or when re-teaching, you may want to group the words by structural similarities, i.e.,

vowel pairs: teacher, about.

initial vowel: of, about, as.

silent letters: know, white.

ow: now, know.

short and long e sounds: when, best; teacher.

short and long i sounds: think, write.

short and long o sounds: of, know.

Most commonly misspelled words repeated: about, know, now, teacher, think, when, white.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3, 4, 5, 6; Phonic Analysis, Ex. 2; Structural Analysis, Ex. 4.

ANSWERS TO EXERCISES

1. (a) teacher, about, white, car, know, now, best, think, when; (b) of, as
2. when, teacher, think, white (Strictly speaking, wh is not a consonant pair and has not been presented as such, since it actually spells two sounds, hw. It is not necessary at this level, however, to make such a fine distinction.)
3. when, now, white; best, teacher, car; as, about, think, know, of
4. (a) teach; (b) teaching; (c) knowing; (d) thinking; (e) whenever; (f) carport
5. teach, each, tea, ache, he, her (a is not counted in exercises of this kind)
6. The safety rules should be checked for spelling before the posters are made. The posters should, of course, be displayed, perhaps in a place such as a corridor or resource centre where all classes can see them.

EXTRA HELP

1. . Write now and three rhyming ow words. (cow, down, town)
- . Write know and three rhyming ow words. (snow, show, low)

2. Write

- think. Change the i to a. (thank)
 - of. Change the o to i. (if)
 - best. Change the b to n. (nest)
 - as. Change the s to t. (at)
3. Which words in the list rhyme with these?
- | | |
|---------------|----------------------|
| • west (best) | • light (white) |
| • tar (car) | • creature (teacher) |
| • ten (when) | • blink (think) |
4. Which word in the list would come first in the dictionary? Which would come last? (about, white)
5. The word when can be used to ask a question. Write when and three more question words that start the same way. (what, where, why, who)

FOR GOOD SPELLERS

1.
 - Write the two words in the list that end with two consonants. (think, best)
 - Write two words that rhyme with each of the words you just wrote. (e.g., ink, drink; west, test)
2.
 - Write the word in the list that begins with a silent letter. (know)
 - Use a dictionary to help you find five more words that begin with the same two consonants. (e.g., knee, knew, knife, knit, knot)
 - Put all six words in alphabetical order.
3. Can you complete this chart?

Present	Past
think	(thought)
know	(knew)

4. In which words in the list can you find these small words?
- | | |
|----------------------|------------------|
| • in (think) | • be (best) |
| • it (white) | • out (about) |
| • he (when, teacher) | • no (now, know) |

UNIT 39

SUGGESTIONS FOR TEACHERS

It shouldn't be difficult to get children to talk about holidays and travel as an introduction to the unit. Remember, however, that travel for some children is not a part of their experience; be sure to recognize the realities of your pupils' situations.

Again, many of the words that children often find difficult are included in the list. Pre-test, as suggested in the last unit, if you wish to eliminate some words from further study so that extra time may be spent on others that are causing trouble.

The spelling approach in this unit is mainly through meaning; a more structural approach is taken in the extra exercises.

Make sure that pupils' own spelling lists are up to date, so that any difficult words can be added to the final unit for study. Maintain children's interest by allowing them to play - either individually or in groups - some of the games and puzzles that appear in the text and handbook.

Most commonly misspelled words repeated: been, every, in, like, once, saw, them, time, train.

Skills developed in the basic exercises: Word Perception, Ex. 1, 2, 3, 4; Phonic Analysis, Ex. 4; Structural Analysis, Ex. 2; Dictionary, Ex. 2, 3, 4.

ANSWERS TO EXERCISES

1. two letters: in, if; three letters: saw; four letters: been, take, once, like, them, time; five letters: train, black, every

2. (a) time; (b) saw; (c) once; (d) train; (e) like
3. (a) train; (b) time
4. (a) 1 down: train, 1 across: time, 2 down: every; (b) 1 down: in, 2 across: been, 2 down: black

EXTRA HELP

1. Write the words in the list that have
 - . a long vowel sound. (been, train, take, like, time)
 - . a short vowel sound. (saw, once, black, them, every, in, if)
 - . a vowel at the beginning. (once, every, in, if)
 - . silent e at the end. (take, once, like, time)
2. . Write saw and as many more words in the aw family as you can. Try for at least five. (caw, haw, jaw, law, paw, raw, thaw, etc.)
 - . Do the same thing with in. Try for at least seven more words in the in family. (bin, din, fin, gin, pin, sin, tin, win, thin, etc.)
3. Which word in the list rhymes with each of these?

. ache (take)	. lime (time)
. crack (black)	. brain (train)
. sniff (if)	. seen (been)
4. Write a sentence using all of the words in one of these groups. The words can be in any order you wish.

. train, like, take	. time, every, once
---------------------	---------------------

FOR GOOD SPELLERS

1. What new words can you make by adding some of these endings to the base words below: s, ed, ing, er, ly, ness?
 - . train (trains, trained, training, trainer)
 - . take (takes, taking, taker)
 - . black (blacks, blacked, blacking, blackly, blackness; don't expect all of these)

- . like (likes, liked, liking, likely, likeness)
 - . time (times, timed, timing, timer, timely)
2. Change a vowel or a vowel pair in each of these words, to make a new word. Like this: will - wall.
- . saw (sew, sow) . like (lake, Luke)
 - . been (bean, boon) . in (an, on)
 - . black (block) . time (tame)
3. Write two or three sentences about a holiday. Try to use all of the words in one of these groups.
- . saw, take, every, . once, in, like,
 - train, if them, time

UNIT 40 (Review)

SUGGESTIONS FOR TEACHERS

A summing up of the year's progress in spelling would be an appropriate starting point. Pupils can now spell correctly a great number of words (many more than appear in the word list, through ability to build plurals and other forms), words that they can use for every kind of writing that they need or want to do.

You may find it worth while to spend more than the usual allotment of time on this final review - before presenting the words in the list, for instance, you could review some of the procedures that have been followed throughout the program, i.e., using the study steps for learning to spell a word, using a dictionary to check spelling, keeping personal lists of difficult words and of interesting or useful words, and remembering to print legibly. If you have been keeping a Creature Corner, as suggested earlier, you will have the "messages" at hand for possible review (do not try to review them all at once). You might have children give, from the Book 2 word list, additional examples for each message as a

review activity. In case you have not gathered the messages, they appear on pages 21 (numerals), 24 (short a), 27 (vowel y), 30 (consonant pair), 37 (long a), 38 (belonging word their), 40 (plurals), 41 (consonant blends), 45 (vowel y), 49 (contractions), 56 (consonant blends), 58 (vowel pairs), 59 (base words, suffixes), 61 (base words, suffixes), 74 (contractions), 75 (consonant pairs), 80 (belonging words), 82 (belonging word your), 90 (plurals), 96 (words with more than one meaning), 98 (homonyms), 112 (compound words).

The words in this unit's list are all among those most commonly misspelled. Several approaches are suggested in the exercise materials - vary these or supplement them as you see fit. Follow the usual review procedure by pre-testing (see below), excusing good spellers, teaching, correcting exercises and testing, excusing pupils who can now spell the words correctly and eliminating from the list words that have been mastered by all, re-teaching, and re-testing all pupils in a final dictation.

For your own records, and to assess pupils' overall learning, you may wish to test the children on the book's word list. A post-test is provided for your convenience. If you use it, be sure to allow some time first, at the conclusion of Unit 40, for enjoyment of some spelling games.

Pre-Test

You might enjoy adding some interest and variety to this final review by using the story below for dictation. Read the whole story aloud first. Then read enough context to make the meaning of the spelling word clear (or paraphrase) and finally, read clearly the word to be spelled. (You will probably want to make up different sentences for your final test on the unit list.)

Once upon a time there was a teacher named Miss Posy. Every day Miss Posy would peer at her class and say, "Now where was I?"

The children liked their teacher. They remembered the first time they had noticed Miss Posy's forgetfulness, when she showed that she was a very good sport. That morning, she had come into the room as usual, and started to teach. "Think," she said to her class. "Remember that every day people forget something they have to do. Many people tie a string around their finger to remind themselves about something. I do that myself."

At that moment she glanced down and noticed for the first time the red string on her finger. "Oh, dear!" she said. "Now what is this for?"

While she was talking, the class had been very quiet, for Miss Posy did look strange with two giant curlers in her hair. She looked at the class and said, "I just can't remember what this string is for."

"Could it be for the pretty pink rollers in your hair?" asked a pupil.

Touching her hair, Miss Posy started to laugh, because now she knew what the red string was to remind her to do. She smiled as she took out the rollers and told the class that a reminder isn't much good if you can't remember what it's for.

(For a theme-related activity, see Themes section in the Foreword.)

Most commonly misspelled words repeated: all words in the list.

Skills developed in the basic exercises: Word Perception, Ex. 1; Phonic Analysis, Ex. 1; Structural Analysis, Ex. 3; Dictionary, Ex. 1, 4; Other, Ex. 5.

ANSWERS TO EXERCISES

1. (a) too, teacher, think, time, their; (b) first, for; (c) every, very, many, pretty; (d) every, very, many, pretty, because, about, people, teacher, morning; (e) pretty; (f) because, people, once, time

2. or: for, morning; er: every, very, teacher; ir: first, their
3. thinks, thinking, thinker; mornings; times, timed, timing, timer; teachers; prettier, prettiest
4. now, pretty, many, for
5. You may want to suggest that after stories are checked they be rewritten if necessary, illustrated, and taken home to be shared with families.

Extra Help

1. Only one word is required under each heading.
Short - a: about; e: every, very, many, said, their; i: pretty, think, morning; o: because; u: much, once;
Long - a: (none); e: every, very, many, pretty, because, people, been, teacher; i: time; o: accept for, morning; u: accept two; y: every, very, many, pretty; remind pupils that y can have two long vowel sounds - long e and long i
2. (a) first; (b) two; (c) much; (d) think; (e) about; (f) now
3. (a) pretty; (b) every, about, once; (c) because, about, said, people, teacher, their; (d) think, first
4. now, once, people, pretty, said, teacher, their, think, time, two, very
5. queen, fur, shout; fun

For Good Spellers

1. e.g., yelled, shouted, called, whispered, groaned
2. pineapples, blackbird, baseball, sunset, schoolroom, cupcake, tablecloth
3. pep, pop, peep, plop
4. (a) teacher; (b) people; (c) many; (d) because; happy

POST-TEST

The test is made up of 45 words, or approximately every fifth word in the basic list for Book 2. Administer the test in two sittings, or more if you think it wise.

A relaxed, encouraging atmosphere will help children perform to the best of their ability. Follow the usual dictation procedure, reading the sentence first, then the word to be spelled, enunciating clearly. Allow enough time for writing. At the conclusion, go back and read the spelling words again, to allow pupils to write a missed word or correct an error.

1. Let's talk about the story.
2. Have you ever been in Montreal?
3. I hope you can come to my party.
4. John and Mary did the dishes.
5. I have an orange in my lunchbox.
6. Does your brother go to school?
7. That's my mother's new dress.
8. Joan is away today.
9. The car is in the garage.
10. We stayed home because of the rain.
11. We'll go camping on the first fine day.
12. The wind blew his hat off his head.
13. Have you been waiting long?
14. My little sister is four years old.
15. Today is her birthday.
16. I helped my mother make the cake.
17. Do you like to get up early?
18. Our house has a brown roof.
19. Pass the milk and sugar, please.
20. The bus goes right past our house.
21. The present is in a big box.
22. How did you know my name?
23. Next year we'll be in grade three.

24. Last year we were in grade one.
25. School begins at nine o'clock.
26. My kitten is two months old.
27. We saw a wonderful parade.
28. They took their boots off when they came inside.
29. We all hung our coats in the cupboard.
30. Have you seen my dog?
31. I have two things to tell you.
32. The park is a good place to play.
33. There are six people in my family.
34. What is your favourite time of the year?
35. I'd like to read your story.
36. Come with me to the store.
37. Mother took the bus to work.
38. That horse can run like the wind.
39. John's father is a teacher.
40. Which of the two puppies do you like better?
41. Jane said she didn't feel very well.
42. I hope she feels well today.
43. My grandmother has white hair.
44. Bring your friends with you.
45. I hope you enjoy your summer holiday.

331 MOST COMMONLY MISPELLED WORDS

This list is based upon a number of studies, including Gates' *Spelling Difficulties in 3876 Words*, the Fitzgerald list (Fitzgerald and Brittain, in *Elementary English Review*, Feb. 1942), and Kyte's "Errors in Commonly Misspelled Words in the Intermediate Grades", *Phi Delta Kappan*, May 1958.

Special attention is given to the teaching and re-teaching of these words, as follows:

1. Each of the 331 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times, and approximately 50 "demons" are listed four times or more.
2. *In the pupils' texts*, a cumulative list of all such words introduced to date appears at the back of each book.
3. *In the teacher's handbooks*, any of these 331 words that appear in a unit are listed with the teaching suggestions for that unit, as either a repeated or a new word.

The book in which a word is first introduced is indicated in the list.

about	2	almost	3	are	2
accommodate	8	along	3	argument	7
ache	8	already	4	asked	3
acquainted	6	altogether	7	athletics	8
across	3	always	3	aunt	3
address	4	am	2		
advice	7	among	4	balloon	3
afternoon	3	amount	5	basketball	6
again	3	answer	4	beauty	6
aisle	7	any	3	because	2
all right	4	April	3	been	2

before	3	dear	2	foreign	8
begin	4	decided	5	formerly	7
beginning	4	definite	8	forty	4
believe	4	describe	7	fourth	4
benefit	8	description	7	Friday	3
bought	3	develop	7	friend	3
boy	2	diamond	7	from	2
break	4	didn't	3	fun	2
brother	2	different	3		
brought	3	dining	4	generally	7
built	5	disappear	5	getting	2
business	4	disappointed	5	goes	2
busy	4	disguised	8	good	2
buy	3	divide	5	good-bye	4
		doctor	5	government	7
cannot	3	does	3	grade	2
can't	3	done	3	grammar	8
captain	4	don't	3	guess	3
certainly	6	down	2	guest	4
children	2	dropped	4		
choose	6			had	2
chosen	6	early	3	half	3
Christmas	2	Easter	3	handkerchiefs	4
close	3	easy	4	happiness	4
clothes	3	eighth	5	has	2
colour	3	enough	3	have	2
come	2	equipped	6	hear	3
committee	8	every	2	heard	3
complete	6	everybody	4	height	7
conquered	7	excellent	6	hello	4
control	6	excuse	4	her	2
cough	5			here	2
could	2	father	2	him	2
country	3	February	3	his	2
course	5	finally	5	hope	3
cousin	4	fine	2	hospital	5
		first	2	hour	4
day	2	for	2	house	2

how	2	many	2	paid	4
		maybe	4	passed	4
I'm	2	meant	4	patience	7
immediately	6	medicine	7	people	2
in	2	minute	4	perhaps	5
independent	7	Miss	5	persuaded	8
instead	4	morning	2	piece	5
interesting	5	mother	2	play	2
intramural	8	Mr.	5	pleasant	5
isn't	3	Mrs.	5	please	2
it	2	much	2	practice	6
it's	4	my	2	preferred	8
its	4			pretty	2
		name	2	prevent	6
judgment	8	naturally	7	principal	4
just	3	necessary	6	probably	5
		neighbour	6	proceeded	7
knew	3	never	3	prominent	8
know	2	ninety	5		
knowledge	6	ninth	5	quantity	8
		none	5	question	5
laboratory	8	now	2	quiet	5
laid	4			quit	5
lead	4			quite	4
league	6	occurred	7		
led	5	o'clock	3	raise	4
lessons	5	October	3	ready	3
letter	3	off	3	real	4
library	4	official	7	receive	5
lightning	7	often	3	religious	8
like	2	on	2	remember	4
little	2	once	2	right	3
loose	4	one	2		
lose	6	opinion	8	said	2
losing	6	opportunities	7	sandwiches	6
lots	3	our	2	Saturday	3
		out	2	saw	2
make	2	outside	3	says	3

school	2	tear	5	until	3
scissors	6	the	2	us	2
seemed	4	their	2	usually	5
send	3	them	2		
separate	5	then	2	very	2
several	5	there	2		
severe	7	they	2	was	2
shoes	4	think	2	wear	3
shoulder	6	though	6	weather	3
siege	7	thought	5	Wednesday	3
similar	8	threw	4	week	3
since	5	through	5	well	2
sincerely	4	time	2	were	2
soldier	4	to	2	when	2
some	2	tobacco	8	where	3
soon	3	today	2	whether	5
speech	5	together	3	which	3
stationery	7	tomorrow	3	while	3
store	2	too	2	white	2
straight	4	toward	4	whole	4
stretch	8	toys	3	whose	6
studying	6	train	2	wieners	6
successful	7	tries	4	with	2
sugar	4	trouble	4	woman	3
summer	3	truly	7	won't	4
Sunday	3	Tuesday	3	would	3
suppose	5	twelfth	5	write	3
sure	4	two	2	written	4
surprise	5			wrote	3
		uncle	3		
teacher	2	unconscious	8	your	2

A BASIC SPELLING LITERACY VOCABULARY OF 442 WORDS

This list is based, in part, on George C. Kyte and Virginia A. Neel, "A Core Vocabulary of Spelling Words", *Elementary School Journal*, LIV:1 (Sept. 1953), 29-34.

The book in which a word is first introduced is indicated in the list.

able	4	around	3	big	2
about	2	as	2	bill	5
above	4	asked	3	black	2
account	7	at	2	blue	2
address	4	attention	6	book	2
after	2	aunt	3	both	4
afternoon	3	away	2	box	3
again	3			boy	2
against	5	baby	2	bring	2
ago	3	back	2	brother	2
all	2	bad	3	brought	3
almost	3	balance	7	business	4
along	3	ball	2	but	2
also	3	be	2	buy	3
always	3	beautiful	3	by	2
am	2	because	2		
amount	5	bed	2	call	3
an	2	been	2	came	2
and	2	before	3	can	2
another	3	being	4	candy	3
answer	4	believe	4	cannot	3
any	3	best	2	can't	3
appreciate	7	better	3	car	2
are	2	between	6	care	3

case	5	drive	4	full	3
cat	2			fun	2
certainly	6	each	3	further	6
check	5	early	3	future	7
children	2	eat	2		
Christmas	2	enclosing	7	game	3
city	3	end	3	gave	2
class	3	enough	3	get	2
close	3	even	4	getting	2
cold	3	evening	4	girl	2
come	2	ever	3	give	2
coming	3	every	2	given	4
company	4	everybody	4	glad	3
could	2	expect	5	go	2
country	3	eye	4	goes	2
course	5			going	2
covered	4	facts	7	gone	2
credit	8	family	3	good	2
cut	3	far	3	got	2
		farm	3	grade	2
daddy	2	father	2	great	3
date	4	favour	6	ground	3
day	2	feel	4	guess	3
dear	2	few	3		
department	6	find	2	had	2
desire	7	fine	2	hair	3
did	2	fire	3	half	3
didn't	3	first	2	hand	3
different	3	fish	3	happy	2
dinner	3	five	2	hard	3
do	2	food	3	has	2
does	3	for	2	have	2
doll	2	forward	6	having	2
done	3	found	2	he	2
don't	3	four	2	head	3
door	3	Friday	3	hear	3
down	2	friend	3	heard	3
dress	2	from	2	heir	8

help	3	life	4	name	2
her	2	light	3	near	3
here	2	like	2	necessary	6
high	3	lines	3	need	3
his	2	little	2	never	3
home	2	live	2	new	2
hope	3	long	2	next	3
house	2	look	2	nice	2
how	2	lots	3	night	2
however	7	love	2	no	2
				not	2
I	2			note	3
if	2	made	2	nothing	5
in	2	mail	3	now	2
information	7	make	2	number	4
interesting	5	man	2		
into	2	many	2	o'clock	3
is	2	material	7	of	2
it	2	matter	4	off	3
its	4	may	2	office	5
		me	2	oh	2
job	4	men	2	old	2
just	3	might	3	on	2
		milk	2	once	2
keep	3	Miss	5	one	2
kind	3	Monday	3	only	3
kindly	6	money	3	open	3
knew	3	month	5	or	3
know	2	more	3	order	5
		morning	2	other	2
land	3	most	3	our	2
large	3	mother	2	out	2
last	2	Mr.	5	over	2
later	3	Mrs.	5	own	3
leave	5	much	2		
left	3	must	3	paper	3
let	2	my	2	party	3
letter	3	myself	4	past	4

pay	4	school	2	taken	4
people	2	second	2	talk	3
picture	3	see	2	teacher	2
place	3	seemed	4	tell	2
play	2	send	3	ten	2
please	2	sent	3	than	3
pleasure	5	service	6	thank	3
possible	5	several	5	that	2
presents	7	she	2	the	2
pretty	2	ship	3	their	2
price	5	should	3	them	2
put	2	sidewalk	3	then	2
		since	5	there	2
quite	4	sincerely	4	therefore	8
		sir	5	these	3
rather	4	sister	2	they	2
ready	3	six	2	things	2
real	4	small	3	think	2
receipt	6	snow	2	this	2
receive	5	so	2	those	3
red	2	some	2	though	6
regarding	8	soon	3	thought	5
remember	4	sorry	3	three	2
reply	5	spring	3	through	5
rest	3	start	3	time	2
returned	6	stay	3	to	2
ride	3	still	3	today	2
right	3	stockings	5	together	3
room	2	story	2	told	3
run	2	stove	4	tomorrow	3
		street	4	too	2
said	2	such	5	took	2
Santa Claus	2	summer	3	town	2
satisfactory	8	Sunday	3	toys	3
Saturday	3	suppose	5	train	2
save	4	sure	4	tree	2
saw	2			truly	7
say	2	take	2	trust	7

try	3	we	2	wish	3
two	2	weather	3	with	2
		week	3	work	2
under	3	well	2	world	3
understand	5	went	2	would	3
until	3	were	2	write	3
up	2	what	2	written	4
us	2	when	2	wrote	3
use	3	where	3		
		whether	5	years	4
very	2	which	3	yes	2
		while	3	yesterday	3
walk	3	white	2	yet	3
want	2	who	2	you	2
was	2	why	3	young	4
water	2	will	2	your	2
way	3	winter	3	yours	3

WORD LIST, THE MACMILLAN SPELLING SERIES

The number beside each word indicates the book in which it first appears as a spelling word. The 331 Most Commonly Misspelled Words, as listed on pages 137-140, appear twice or more in the series.

This list includes 2608 basic words, plus 326 extra words for good spellers. The extra words are identified by an asterisk.

ability	8	acquainted	6	again	3
able	4	across	3	against	5
aboard	7	act	4*	age	4
about	2	action	7	agent	8
above	4	activity	7	ago	3
absent	5	actual	8	agree	6
absolute	7*	add	3*	agriculture	7
absorb	6*	addition	5	aimless	8
abuse	8	address	4	air	3
accelerate	8*	admire	8	air-conditioned	7
accept	7	adolescent	8	airplane	3
accessories	8	adopted	7	airport	5
accident	5	advance	8	aisle	7
accidentally	8	advantage	7	alarm	6
accommodate	8	adventure	5*	Alberta (Alta.)	6
accompanied	8	advertisement	8	alcohol	8
accomplish	7	advice	7	alive	5
according	8	advise	7	all	2
account	7	aerial	6	alley	6*
accurate	7	affect	8	allowed	6
ache	8	afford	7*	all right	4
achievement	8	afraid	3	almost	3
acids	8	after	2	alone	5
acknowledge	8	afternoon	3	along	3

aloud	6	apologize	7	assembly	8
alphabet	6	apparently	8	assignment	6
already	4	appeal	7	assistance	8
also	3	appeared	5	assistant	8
altitude	8	appendicitis	8*	association	6
altogether	7	appendix	8	assure	8
always	3	applause	8	at	2
am	2	apples	2*	ate	3
amateur	8	appointed	5	athlete	8
ambition	7	appreciate	7	athletics	8
ambulance	5*	approached	8	Atlantic	5
American	5*	appropriate	8	atmosphere	8
among	4	approved	8	atomic	8
amount	5	approximately	8	attached	8
amusement	7	April (Apr.)	3	attack	7
an	2	apron	4	attempt	7
analysis	8	aquarium	5	attention	6
ancestors	8*	architecture	7*	attic	6
anchor	8	Arctic	8	attractive	8
ancient	7	are	2	audience	6
and	2	area	5	auditorium	6
angel	5*	argument	7	August (Aug.)	4*
angelic	7*	arm	3*	aunt	3
angle	7	armed forces	5	authority	8
angry	4*	army	5	autobiography	7
animals	3	around	3	autograph	7*
ankle	7	arranged	7	automatic	7
announce	7	arrest	7	automobile	7
annual	8	arrived	4*	available	7
another	3	arrow	4	avenue (Ave.)	4
answer	4	art	4*	average	6*
anthracite	8*	articles	6	avoid	7*
anticipation	8	artificial	7	awakened	7*
anxiety	8	as	2	away	2
anxious	8	ashamed	7*	awful	5
any	3	ashes	6	awhile	3*
apart	7	asked	3	awkward	8*
apartment	3	asleep	3*	awoke	5

axe	5*	bathtub	4*	benefit	8
axle	6*	battery	7	benefited	8*
		battle	5	bent	5
baby	2	be	2	beside	4
bachelor	8	beach	4	best	2
back	2	beads	5	better	3
backwards	6	beans	5	between	6
bacon	7	bear	2*	beyond	7
bacteria	7*	bearings	8*	bicycle	4
bad	3	beast	7	big	2
badminton	7	beat	4	bike	3
bag	3	beautiful	3	bilingual	8
baggage	6	beauty	6	bill	5
bait	7	beaver	5	birch	5
bake	2	became	4	bird	2*
balance	7	because	2	birthday	3
balcony	8	become	4	biscuit	6*
ball	2	bed	2	bison	5
balloon	3	bee	3*	bite	4
ballot	7*	beef	6	bitter	8
banana	5*	been	2	black	2
band	4	beets	5*	blame	6
bandage	7	before	3	blanket	6
bank	3*	began	3	blaze	6
banner	7	begin	4	bleeding	6*
banquet	7*	beginning	4	blessing	6*
bare	5*	begun	5	blew	4
bargain	7	behave	7	blind	5
bark	3	behind	3	blizzard	6
barn	3	being	4	block	4*
barrel	5	belief	8	blood	4
baseball	3	believe	4	blouse	8*
basement	4	bell	2*	blow	4
basket	3*	belong	4*	blue	2
basketball	6	below	4*	board	6
bat	2*	belt	4*	boat	3
bath	4	benches	5	body	4
bathe	4	beneath	7	boil	7

bone	4	broken	4	calculator	8
bonfire	6	broom	6	calendar	7
book	2	brother	2	call	3
border	5*	brought	3	calm	4
born	3*	brown	3	calories	8
borrow	6	bruise	6*	calves	6*
boss	5	brush	4	came	2
both	4	bucket	5*	camel	4*
bother	5*	buffalo	5	camera	6
bottle	4	build	4	camp	3*
bottom	4	built	5	campaign	8*
bough	6*	bulb	7	can	2
bought	3	bull	5	Canada	3
boundary	8	bullet	8	Canadian	5
bouquet	8*	bulletin	8	canal	5
bow	4	bump	5*	canary	5*
bowl	4	bundle	5*	cancel	8
box	3	bureau	8	candidate	8
boy	2	burglar	8	candy	3
bracelet	5*	buried	4*	cane	5
brain	7*	burn	5	cannot	3
brakes	5	burst	5	canoe	5
branch	6*	bus	4	can't	3
brave	4	bushes	5*	canyon	7*
bread	3	business	4	capable	8
break	4	busy	4	capacity	7*
breakfast	3	but	2	capital	7
breath	7	butter	4	captain	4
breathe	7	butterfly	6	captive	5
bridge	4	button	6	capture	7
brief	8	buy	3	car	2
bright	3*	by	2	carburetor	8*
brilliant	8			card	3*
bring	2	cabbage	5	care	3
British Colum-		cabin	4	career	7
bia (B.C.)	5	cactus	8*	carelessness	5
broad	7	cafeteria	7	carpenter	5*
broil	7	cake	2*	carriage	4*

carried	4	championship	6	circle	6
carrots	4*	chance	5	circulation	8
carry	4	channel	7	circus	4
case	5	chapter	7	citizen	7
cash	7	character	8	city	3
cashier	7*	charge	4	civic	6
castle	4	Charlottetown	5	civil	7
cat	2	chase	4	claim	7
catalogue	7	cheap	6	class	3
catch	3	cheat	6	clause	8*
caterpillar	7*	check	5	clean	3
cattle	4	cheek	6	clear	5
caught	3	cheer	5	clerk	7
cause	5	cheese	4	clever	6*
cautiously	8	chemical	8	click	5*
ceased	8	cheque	7*	cliff	7
cedar	7	cherries	5*	climate	4
ceiling	7	chest	5	climb	4
celebrate	5	chesterfield	7	clock	5
celery	6*	chew	5*	close	3
cellar	4*	chicken	3	closet	7*
cello	7*	chief	4	cloth	6
Celsius	4	child	3	clothed	6
cement	6	children	2	clothes	3
cemetery	7*	chimney	4*	clothing	6
centimetre (cm)	4	chin	4*	cloudy	4*
central	7	chipmunk	4	clover	5*
centre	7	chisel	5*	clown	4
cents	3	chocolate	5	club	4
century	7	choir	7*	coach	7
cereal	8	choose	6	coarse	7
ceremony	8*	chopped	6	coast	4
certainly	6	chops	6	coat	3
certificate	8	chorus	7	cocoa	5*
chain	7	chosen	6	coconut	5*
chair	3	Christmas	2	code	6
chalk	5*	church	3	codfish	5*
challenged	8	cider	6	coffee	5

cold	3	concise	8*	copy	6*
collar	5	conclusion	8	cord	6
collection	7	concrete	7*	corn	3
college	8	condemn	7*	corner	4
colonel	8*	condition	7	corral	8*
colonies	6*	conductor	7	correct	8
colony	6*	confederation	7	correspond	6*
colour	3	conference	7	cosmetics	8*
colourful	8	confidence	8	cost	4
colt	5	confirm	8	costume	5*
column	8	congratulated	8	cottage	7
comb	5*	connection	8	cotton	7
combined	8	conquered	7	cough	5
come	2	conscience	8	could	2
comfortable	7	consent	7	council	7
comics	5	consequences	8	counsel	7*
coming	3	consider	7	count	5
command	7	considerable	7*	country	3
commercial	8	considerate	7*	couple	5
commission	8	constellation	8*	courage	7
committee	8	constitution	7*	courageous	7*
common	5	construction	8	course	5
communist	7	consume	8	court	7
community	7	contain	6	courteous	8
company	4	contents	7	courtesy	8
comparative	8	contest	4	cousin	4
compare	8	continent	6	cover	4
compass	6	continued	7	covered	4
competent	8*	contour	6*	cow	2
complaint	7*	contracts	7*	cowboy	2*
complement	8*	control	6	co-worker	8
complete	6	convenience	8*	coyote	7*
complexion	8	convention	6	crack	5*
compliment	8	conversation	8	cradle	6*
computer	8	cook	3	crawl	5
concern	7	cool	4	crayon	4*
concert	7	co-operate	8	crazy	5*
concerto	7*	copper	5	creature	8

credit	8	danger	5	describe	7
creek	4	dangerous	5	description	7
crept	8	dark	3	desert	4
crib	4	date	4	deserve	7
crime	7	daughter	5	design	7
criticism	8	day	2	desire	7
crop	4	dear	2	desk	3
cross	3*	death	7	dessert	5
crow	4	debate	8*	destination	8
crowd	5*	debt	8	destroy	8
crown	8	December (Dec.)	3	detail	7
cruel	7	decided	5	determined	8
cruiser	8*	decision	7	develop	7
crumbs	4*	declare	7	devoted	8
crust	6	decoration	6	diagram	8
cry	3	deed	7	dial	7
cucumber	8*	deep	3	diameter	8
cup	4*	deer	3	diamond	7
cupboard	6	defeated	6	diary	8
cure	7	defend	6	dictionary	6
curious	8	defence	6*	did	2
curling	7	definite	8	didn't	3
curly	7	degrees	7	died	4
curtains	6*	delegates	8	diesel	8
curve	7	delicate	8	diet	7
cushion	7*	delicious	8	difference	4
custom	8	delight	6	different	3
cut	3	deliver	7	difficulties	6
cylinder	7*	demand	7	dig	4
		democratic	8	digestion	8
daddy	2	densely	6	dime	4
dairy	5*	dentist	7*	dimensions	8*
daisy	6*	deny	6*	dining	4
damages	7	department	6	dinner	3
damp	6	dependable	7	direction	6
dance	4	deposit	7*	dirt	4
dancing	4*	depth	7	disagreeable	7
dandelion	7	descend	8	disappear	5

disappointed	5	downtown	6	Easter	3
discover	5*	dozen (doz.)	5	easy	4
discovery	5*	drain	6	eat	2
discussion	7	drama	7	ecology	8
disease	5	drank	5	economical	8
disgrace	8	draw	3	edge	6
disguised	8	drawer	6	edition	8
disgust	8	dress	2	Edmonton	5
dismal	8*	drew	4	education	6
dismissed	4*	drill	5	effect	8
dissatisfied	8	drink	3	efficient	8
dissolve	8	drive	4	effort	7
distance	5	dropped	4	eggs	2*
distinct	8	drove	4	eight	2
distinguish	8	drown	6*	eighteen	5
distributed	8	drug	5*	eighth	5
district	8	drum	5*	eighty	5
divide	5	dry	4	either	5
division	5	duck	3*	elaborate	8*
do	2	dug	4*	elect	7
dock	5	duplicate	8	electric	3
doctor	5	during	5	electricity	4
documents	7	dust	5	electronic	8
dodge	6	duty	5*	elementary	6*
does	3	dyeing	7*	elephant	4
dog	2	dying	7	elevator	6
doll	2	dynamite	7	elevated	3
dollar	3			eleventh	5
domestic	8	each	3	else	4
Dominion	7	eager	8	embarrassing	7
done	3	eagle	6	emigrants	8
donkey	5*	early	3	employed	7
don't	3	earn	7	employee	7
door	3	earrings	7*	empty	4*
double	6	ears	3*	enamel	5
doubt	8	earth	4	enclosing	7
down	2	earthquake	8	end	3
downstairs	5	easily	7	enemy	5

energy	5	excellent	6	fairy	3
engagement	6	except	4	faithful	6
engine	5	excitement	6	fall	3
engineer	7	exclaimed	7	familiar	8
enjoy	6	excursion	8*	family	3
enormous	8	excuse	4	famous	6
enough	3	executive	6	fancy	8
enter	5	exercise	6	fantastic	7
entertainment	7	exhaust	8	far	3
enthusiastic	8	exhibit	6	farewell	8
entrance	5	exhibition	6	farm	3
envelope	7	existence	8	farther	6
equal	7	exit	5	fascinating	8
equipment	3*	expect	5	fashion	8
equipped	6	expensive	7	fast	2*
eraser	5	experience	7	fasten	5
erect	6	experiment	5	fat	2*
errand	5	explain	7	father	2
errors	5	explanation	8	fatigue	8
escapade	8	explore	7	fault	7
escape	5	exports	5	favour	6
especially	5	expression	8	favourite	5
essay	6	expressway	7	feast	4
establish	8	extensive	7	feather	5
estimated	8	exterior	8	feature	8
evaporation	7*	extra	5	February (Feb.)	3
even	4	extramural	8	federal	7
evening	4	extremely	6	feed	3
event	7	eye	4	feel	4
ever	3			feet	3
every	2	face	3	fell	3
everybody	4	facility	8*	felt	4
everywhere	4	factory	5	female	7
evidence	8	facts	7	feminine	8
exact	7	failed	6	fence	4
examination	8	failure	6*	fertile	7
example	6	faint	8	festival	8*
exceeding	8	fair	3	fever	7

few	3	floor	3	fowl	7*
field	3	flour	6	fox	4
fiercely	8	flower	4	fracture	8
fiery	8	flu	4	frame	7
fifteen	5	fly	3	Fredericton	5
fifth	4	fold	5	free	4
fifty	4	folk	5	freedom	6
fight	3	follow	4	freeze	6
figure	5	food	3	freight	5
file	5	fool	5*	French	5
fill	4	foolish	5	frequently	8
film	6	foolishness	8	fresh	4
final	5	foot	3	Friday (Fri.)	3
finally	5	for	2	fried	5
finance	8	force	6	friend	3
financial	8	forehead	7	fries	5
find	2	foreign	8	frog	4
fine	2	foremost	8	from	2
finger	4	forest	3	front	3
finish	4	forget	3	frontier	8*
fir	5*	forgive	5*	frost	6
fire	3	forgotten	5	frozen	4*
fireplace	5	fork	5	fruit	3
first	2	formal	7	fry	5
fish	3	former	7	fuel	6
fitted	8	formerly	7	fulfilled	8
five	2	fortunate	7	full	3
fix	4	fortune	6	fun	2
flag	3	forty	4	funeral	7
flakes	6	forward	6	funny	2
flame	8	fought	5	fur	3
flashlight	6	foul	7	furnace	7
fleet	8	found	2	furnish	7
flew	4	foundation	7	furniture	4
flight	7	fountain	6	further	6
flight attendant	5	four	2	future	7
float	3	fourteen	3		
flood	4	fourth	4	gain	5

game	3	good-bye	4	grove	8
garage	4*	goose	5	grow	3
garden	3	got	2	growl	7
gas	3	government	7	growth	7
gasoline	6	governor	7	guarantee	8
gate	4	graceful	7	guard	6
gather	4	grade	2	guess	3
gave	2	gradual	7	guest	4
geese	5*	gradually	7	guide	7
general	6	grain	6	guilty	7
generally	7	gram (g)	4	guitar	7
generator	8	grammar	8	gun	2
generous	8	granddaughter	4	gymnasium	7
gentle	6	grandfather	4		
geography	4	grandmother	4	had	2
get	2	grandson	4	hail	5
getting	2	granite	7*	hair	3
ghost	5	grant	8	half	3
giant	4	grapes	5	Halifax	5
girl	2	grass	3	hall	3
give	2	grateful	8	Hallowe'en	5
given	4	grave	5*	hammer	5
glad	3	gravel	6	hand	3
glance	7	gravy	6	handful	3
glare	6	gray	3	handkerchiefs	4
glass	4	graze	7	handlebars	6
glorious	8	grazing	7	hang	4
glory	8*	grease	6*	hangar	8*
gloves	5	great	3	happen	4
go	2	green	3	happiness	4
goal	4	greet	6	happy	2
goes	2	grew	4	harbour	7
goggles	7*	grief	7*	hard	3
going	2	grievance	7*	hardly	4
gold	4	grind	8	hardware	5*
golf	7	grip	6	has	2
gone	2	ground	3	hat	2
good	2	group	5	hatch	5

hatchet	5	highway	5	humorous	8
hate	4	hike	3	humour	8
haul	6	him	2	hundred	3
haunted	7	hinge	6*	hung	4
have	2	his	2	hungry	4
having	2	history	4	hunting	3
hawk	6	hit	3	hurry	5
he	2	hive	5	hurt	3
head	3	hoarse	7*	husband	6
healed	7	hobby	5*	hydroelectric	7
health	4	hockey	4	hygiene	7*
hear	3	hold	3	hymn	6
heard	3	hole	3		
heart	5	holiday	4	I	2
heartily	8*	hollow	6	iceberg	6
heartly	5	holy	6	ice cream	3
heat	5	home	2	icicles	8
heaven	6	honest	5	idea	5
heavy	4	honey	5	ideal	5
hectare (ha)	5	honour	5	idle	6
heel	5	honourable	7	if	2
height	7	hope	3	ignorant	7
heir	8	horizon	8	illness	5
held	4	horn	5	illustration	8
helicopter	5	horrible	7	I'm	2
hello	4	horse	3*	imagine	6
help	3	hose	6	imitate	8
hemisphere	8	hospital	5	immediately	6
hen	2	hot	3	immense	8
her	2	hotel	5	immigrants	8
herd	5	hour	4	impatient	7
here	2	house	2	important	6
heroic	8	household	7	improvement	7
hesitate	6*	how	2	in	2
hid	3	however	7	incident	7
hide	3	howl	5*	including	7
high	3	huge	6	increased	7
highrise	5	human	7	independent	7

index	6	investigate	7	just	3
Indian	3	invisible	8	justice	7
individual	8	invitation	6		
industrious	7*	invite	4	keel	6*
industry	7	iron	4	keen	6
influence	7	irrigation	6	keep	3
information	7	is	2	kept	3
initial	8	island	4	kettle	6
injure	6	isn't	3	key	6
ink	3*	issue	8	kick	3
inn	8	it	2	kill	3
innocent	7	itch	6	killed	3
inquire	7	items	6	kilogram (kg)	4
insects	5	it's	2*,4	kilometre (km)	4
inside	3	its	4	kind	3
inspection	7			kindergarten	5
instance	7	jacket	6	kindly	6
instead	4	January (Jan.)	3	king	3
instruct	6	jaw	6	kisses	5
instruction	6	jealous	6	kitchen	6
instructor	6	jelly	6	kitten	3
instruments	6	jet	3	knees	6
insurance	7	jewellery	6*	knew	3
intelligent	7	job	4	knife	3
intend	8	join	6	knit	3
interesting	5	joke	5	knitted	5
interfere	8	journal	4	knock	4
interior	8	journey	4	knot	6
international	7	judge	8	know	2
interplanetary	7	judgment	8	knowledge	6
interrupted	7	judicial	8	known	5
interview	7	juice	4		
intimate	8*	July	4*	label	8*
into	2	jump	3	laboratory	8
intramural	8	June	3	labour	6
introduced	6	jungle	4*	lacrosse	6*
invalid	7	junior	5	ladder	6
invention	7	jury	8	ladies	4

lady	4	let	2	lonely	5
laid	4	letter	3	long	2
lake	3	lettuce	7	look	2
lamb	4*	level	5	loose	4
land	3	liberty	6	lose	6
language	8	library	4	losing	6
large	3	license	8	loss	5
last	2	lick	5	lost	3
later	3	lie	4	lots	3
latter	7	lieutenant	8*	loud	4
laughed	5	life	4	love	2
laughter	5	light	3	low	4
launch	8*	lightning	7	luck	4
laundry	8	like	2	lumber	5
law	7	limb	6	lunch	3
lawn	6	limited	7	luxury	8
lawyer	7	line	3	lying	5
lay	4	linen	7		
lazy	4	liner	6	machine	3*
lead	4	lines	3	machinery	6
leader	5	lion	4	made	2
leaf	5	lip	3	magazine	5
league	5	liquid	7	magic	7
learn	3	liquor	8	magician	7
least	5	list	5	mail	3
leather	5	listening	7	main	6
leave	5	litre (L)	4	maintenance	8
leaves	3	little	2	major	6
lecture	8*	live	2	majority	7
led	5	livestock	7	make	2
ledge	6*	load	4	mammal	6
left	3	loan	6	man	2
leg	3	lobster	6	manage	7
legislature	7	located	5	management	7
leisure	8	lock	4	manager	7
lemonade	6	lodge	6*	Manitoba (Man.)	6
length	6	log	3	manner	7
lessons	5	logging	5	manual	6

manufacture	7	mention	6	moccasins	8*
manuscript	8	merciful	8	model	5
many	2	merely	8	modern	6
map	4	merry	2	moisture	7
maple	4	message	6	moment	5
march	2	messenger	7	Monday (Mon.)	3
March (Mar.)	3	metal	6	money	3
market	4	method	7	monitor	8
marriage	5*	metre (m)	4	monkey	3
marvellous	8	microphone	7	monotonous	8
masculine	8	middle	4	monster	4
master	4	midnight	5	month	5
match	5	might	3	Montreal	5
matches	5	mike	7	moose	6
material	7	milk	2	more	3
math	5	millilitre (mL)	4	morning	2
mathematics	5	millimetre (mm)	4	mortgage	8
matter	4	million	5	mosquitoes	6
may	2	millionaire	5*	moss	5
May	3	mind	4	most	3
maybe	4	mine	3	motel	5
mayor	8	mineral	5	mother	2
me	2	miniature	8	motion	7
meal	5	mining	5	motor	5
mean	4	minister	7	motto	6*
meant	4	mink	7	mountain	4
measles	5	minus	5	mouse	4
measure	6	minute	4	mouth	3
meat	3	mirror	5	movable	7
medicare	8	mischief	7	move	3
medicine	7	Miss	5	movement	7
medium	7	miss	5*	movies	5
meet	3	missed	6	mower	6
melon	7	missionary	8	Mr.	5
melt	5	misspell	7	Mrs.	5
members	6	mist	6	Ms.	5
memory	6	mistake	5	much	2
men	2	mix	6	multiplication	5

municipal	8	Newfoundland		nurse	5
murderous	8	(Nfld.)	5	nylon	7
murmur	7	news	6		
muscles	7	next	3	oak	4
museum	6	nice	2	oar	6
music	4	nickel	4	oatmeal	6
must	3	niece	5	obedient	8
my	2	night	2	obey	5
myself	4	nine	2	object	6
mystery	7	nineteen	5	objectives	6
		ninety	5	observed	8
		ninth	5	obtained	7
nail	5	no	2	occasion	7
name	2	noise	4	occupation	7
napkins	6	none	5	occur	7
narrow	7	noon	4	occurred	7
nation	6	normal	7	ocean	4
national	7	north	4	o'clock	3
native	5	nose	3	October (Oct.)	3
natural	7	not	2	odour	7
naturally	7	note	3	of	2
nature	5	notebooks	3*	off	3
navigator	7*	nothing	5	offence	6*
navy	5	notice	5	offered	6
near	3	noticeable	8	office	5
necessary	6	notify	7	official	7
neck	4	notion	7	often	3
need	3	nourishing	8	oh	2
needle	5	Nova Scotia		oil	3
neighbour	6	(N.S.)	6	old	2
neither	5	November		omit	7
nephew	5	(Nov.)	3	on	2
nervous	7	now	2	once	2
nest	3	nowhere	6	one	2
never	3	nuclear	8	onion	6
new	2	nuisance	8	only	3
New Brunswick		number	4	Ontario (Ont.)	5
(N.B.)	6	numerous	6	open	3

operation	7	paint	4	peaches	5
opinion	8	pair	3	pearl	5
opportunities	7	palm	4*	pears	5
opposite	6	pamphlet	8*	peas	5
or	3	pants	4	peculiar	7
orange	3	paper	3	pedestal	8
orchard	6	parachute	5	pedestrian	8
orchestra	7	parade	4	pen	3
order	5	paragraph	6	pencil	3
ordinary	8	parallel	8	penicillin	8
ore	5	parcel	7	people	2
organ	5	pardon	7	pepper	6
organization	6	parents	4	per cent	6
orient	7	park	3	perfect	7
original	8	parka	6	perfume	5
other	2	parliament	6	perhaps	5
Ottawa	6	parrot	5*	period	4
ought	4	particular	7	permanent	7
our	2	party	3	permissible	8
ourselves	4*	pass	4	permission	8
out	2	passed	4	permit	8
outboard	6	passenger	7	personal	6
outside	3	past	4	persuaded	8
oven	6	paste	5	pet	2
over	2	pasture	4	petroleum	6
overalls	6	patch	6	philosopher	8*
owe	5	patent	7*	photograph	6
owl	5	patience	7	physical	7
own	3	patient	7	physician	7
owner	5	patients	7	piano	5
oyster	8	patio	8	pick	3
		pattern	6	pickles	6
Pacific	5	pause	8	picnic	4
package	5	paved	6	picture	3
paddle	5	paw	5	picturesque	8*
paid	4	pawed	5	piece	5
pail	3	pay	4	pier	6
pain	5	peaceful	7	pierce	8

pigeon	5	pole	4	precede	7*
pile	4	police	5	precious	7*
pillow	5	policy	7	prefer	8
pilot	5	polish	6	preferred	8
pine	5	polite	6	prejudice	8
pink	3	politics	8	premier	7
pioneer	5	pollution	6	premium	8*
pipe	4	pond	4	prepare	6
pitcher	6	pony	3*	prescribe	7
pitying	8*	pool	3	presence	7
place	3	poor	3	presents	3*, 7
plains	7	popsicle	6	president	5*
plan	4	popular	5	press	6
planed	5*	population	5	pretty	2
planet	5	porch	4*	prevent	6
plank	5	porous	7	previous	8
planned	4*	portable	5	price	5
plant	3	position	6	priest	8*
plaque	8*	positive	8	primary	7
plastic	7	possess	7	prime minister	7
plate	5	possible	5	primitive	8
plateau	7	post	4	prince	4
platform	7	postscript (P.S.)	8	Prince Edward	
play	2	potato	5	Island (P.E.I.)	6
pleasant	5	potatoes	5	princess	4
please	2	pottery	5	principal	4
pleasure	5	poultry	7	principle	8
pledge	7	pound	8	print	5
plenty	4	poured	6	priority	8
plough	6*	poverty	8	prison	6
plumber	7	powder	5	private	7
plus	5	power	7	privilege	7
pneumonia	7*	practical	7	prize	4
pocket	4	practice	6	probably	5
poem	4	practises	6	problems	5
point	4	prairie	6	procedure	7*
poisonous	8	prayer	7	proceed	7
polar	4	preacher	8*	proceeded	7

process	7	pupil	4	rainbow	6
product	5	puppies	3	raise	4
production	5*	puppy	3	raisin	6
professor	8	purchase	7	ran	2
profitable	7	pure	6	ranch	5
program	4	purple	4	rapid	6
progress	7	purpose	7	rascal	8
projector	6	purse	8	rat	2
prominent	8	pursue	8	rather	4
promise	5	push	4	rattlesnake	7
promote	6	put	2	raw	5
pronunciation	8	putting	7	reach	4
proof	6	puzzle	6	read	2
propeller	5	pyramids	8	ready	3
properly	6			real	4
property	6	quality	8	realize	7
prophet	8	quantity	8	rear	5*
proportion	8	quarrel	8	reason	4
propose	7	quarter	4	rebel	8
prosperous	8	Quebec (Que.)	5	receipt	6
protect	5	queen	3	receive	5
protein	8	queer	4	recent	7
proud	5	question	5	recess	4
prove	6	quick	4	recipe	6
provide	6	quiet	5	recognize	8
province	6	quit	5	recommend	8
provisions	7	quite	4	record	6
psychology	8	quotation	8	recreation	8
public	5			red	2
published	7	rabbit	3	reduce	7
puck	4	race	4	refer	8
pudding	6	racket	6	reference	8
pull	3	radar	6	referred	8
pulpwood	5*	radiator	7	refrigerator	6
pulse	7	radio	3	refused	7
pumpkin	5	raft	6	regarding	8
punctured	8	railway	5	Regina	5
punished	7	rain	3	region	6

register	7	reward	7	royal	6
regret	7	rhythm	7	rubbers	5
regular	6	ribbon	5	rug	4
regulations	8	rice	4	ruler	4
reindeer*	5	rich	4	run	2
relative	7	riddle	3	rural	6
release	8	ride	3	rush	5
reliable	8	ridiculous	8	rye	7
relief	8	rifle	7		
religious	8	right	3	sack	4
remain	5	ring	3	sacrifice	8
remember	4	rink	6	sad	2
remove	7	rip	3	saddle	6
rent	6	ripe	5	safety	7
repair	6	rise	6	said	2
repeated	8	risk	6	sail	3
repetition	8	river	3	sailor	5
reply	5	road	3	salad	6
report	4	roam	7	salary	8
representatives	8	roast	7	sale	5
reproduce	8	robbers	8	saliva	8
request	7	robin	2	salmon	8
required	8	rock	4	salt	4
rescue	8	rockets	5	same	3
reserve	7*	rodeo	6	sand	3
reservoir	7*	role	8	sandwiches	6
residence	8	roll	5	Santa Claus	2
resigned	7	roof	4	Saskatchewan	
resistance	7	room	2	(Sask.)	6
resources	7	root	5	sat	2
respect	7	rope	3	satellite	8
responsible	8	roses	6	satisfactory	8
rest	3	rotten	6	satisfied	6
restaurant	6	rough	6	Saturday (Sat.)	3
returned	6	round	3	saucer	6
reverse	8	route	5	sausage	6
review	6	routine	7	savage	5*
revolution	7	row	4	save	4

saw	2	seldom	7*	sharp	4
say	2	selection	8	shaving	7*
says	3	selfishly	8	she	2
scale	7	sell	4	shed	5
scarce	6	senate	8	sheep	3
scared	5	senators	8	sheet	5
scarf	5	send	3	shelf	5
scene	5	senior	5	shelter	6
scent	7	sense	7	shin	5*
scheduled	8	sensible	7	shine	5
scheme	6*	sent	3	ship	3
scholar	8	sentence	4	shipment	5*
scholarship	8	separate	5	shock	6
school	2	September		shoes	4
science	5	(Sept.)	3	shone	8
scientific	5	serial	8	shoot	3
scissors	6	series	7	shopping	4
score	5	serious	7	short	4
scout	5	servant	5*	shot	3
scratch	8	serve	5	should	3
scream	5	service	6	shoulder	6
screen	6	session	7*	shouted	5
screw	5	settle	6	shove	5*
sculpture	7	settlement	6	shovel	5
sea	3	seven	2	show	3
search	6	seventeen	3	shower	6
season	4	seventy-five	5	shrieking	8*
seat	4	several	5	shut	4
second	2	severe	7	sick	3
secret	5	sew	5	sidewalk	3
secretary	5	sewers	8	siege	7
section	6	shade	5	sigh	7
secure	6*	shadow	5	sighed	7
see	2	shake	4	sight	4
seek	5	shall	3*	sign	4
seemed	4	shallow	7*	signal	6
seen	2	shape	5	signature	7
seize	7	share	5	significance	8*

silence	8	slide	3*	source	7
silent	8	slight	7	south	4
silk	7	slip	5	souvenir	8
silly	6	slippers	5	space	5
silver	4	slippery	5	spade	6
similar	8	small	3	sparrow	4
simple	6	smart	4	speak	4
since	5	smell	4	spear	5
sincerely	4	smile	3	special	5
sing	2	smoke	2	species	8
single	7	smooth	6	specimen	8
sink	4	snake	3	speech	5
sir	5	snow	2	speedometer	6
sister	2	so	2	spell	3
sit	3	soaked	8	spend	4
situated	8	soap	3	spent	4
six	2	soccer	6	spices	8
sixteen	3	social	8	spider	6
size	4	society	8	spill	6
skate	3	socks	5	spirits	8
skeleton	8	soda	5*	spite	7
skidded	8	soft	4	splendid	8
skiing	5*	solar	5	spoil	6
skilful	8	sold	4	spoke	5
skin	3	soldier	4	spoon	6
skirt	6	sole	8	sport	5
skis	5	solid	4*	spot	4
skunk	5*	solution	7	spread	5
sky	3	some	2	spring	3
slaughter	8*	someone	4	sprinkle	6
slave	5*	son	4	spruce	6
sled	3	soon	3	square	6
sleep	3	sore	5	squash	8*
sleet	4*	sorry	3	squeeze	6
sleeve	5	soul	8	squirrel	4
sleigh	3*	sound	4	stage	5
slept	4	soup	6	stairs	4
slice	6	sour	6	stamp	4

stampede	7	stove	4	sulphur	8
stand	3	straight	4	summer	3
standard	8	strange	4	sun	2
stare	8	strap	6	Sunday (Sun.)	3
staring	8	strawberries	4*	sunny	4
start	3	streamlined	5*	superintendent	8
starved	8	street (St.)	4	superior	8
station	4	strength	8	supersonic	8
stationary	7	stretch	8	superstitious	8
stationery	7	strikes	6	supply	7
statistics	8	strong	4	support	8
statue	8	stubborn	8	suppose	5
stay	3	stuck	4	supreme	8
steady	8	students	8	sure	4
steal	6	studied	6	surface	5
steam	5	studious	8	surgeon	7
steel	5	study	6	surprise	5
steering	6	studying	6	surround	6
step	4	stumble	6*	surrounded	6
stick	4	stupid	8	surveyed	8
stiff	7	stylish	8	suspend	8
still	3	subject	5	suspense	8
sting	6	submarine	8	suspicious	8
stingy	8	subscribe	7	swallow	8
stir	6	subscription	7*	swear	7
stitch	6*	substitute	7*	sweater	4
St. John's	5	subtract	5	sweep	6
stockings	5	suburban	7	sweet	3
stole	6	subway	6	swell	5
stomach	7	successful	7	swept	6
stone	4	such	5	swift	6
stood	4	sudden	4	swim	4
stool	6	sufficient	8	swimming	4
stooped	8	sugar	4	swing	4
stop	3	suggest	7	switch	6
store	2	suicide	8	sword	7
storm	3	suit	7	syllable	8
story	2	suitable	7	sympathy	8

symptoms	7	tennis	6	though	6
synagogue	6*	tent	4	thought	5
synthetic	8	tenth	7	thousand	5
syrup	6*	terrible	6	thread	5
system	7	terrific	6	threatened	7*
		territory	7	three	2
table	2	terror	6	threw	4
tackle	8	testimony	8	throat	5
tail	3	textiles	7*	throne	7
tailor	8	texts	6*	through	5
take	2	than	3	throughout	5*
taken	4	thank	3	throw	4
talk	3	thankful	3	thrown	7
tame	6	that	2	thumb	6
tank	5	the	2	thunder	7
tanned	6*	theatre	6	Thursday	
target	6*	theft	5	(Thurs.)	3
tariff	8*	their	2	ticket	6
taste	5	them	2	tickled	8
taught	4	then	2	tied	4
tax	5	theory	8	tigers	4
taxi	6	there	2	till	3
tea	4	therefore	8	timber	6
teacher	2	thermometer	7	time	2
team	4	these	3	timid	8
tear	5	they	2	tiny	4
teased	8	they're	5	tire	5
tedious	8*	thick	4	tired	3
teeth	3	thin	4	tissue	7
telegram	5	things	2	title	5
telephone	5	think	2	to	2
telescope	5*	third	2	toast	6
television	5	thirsty	6	tobacco	8
tell	2	thirteen	5	toboggan	5
temperature	7	thirty	3*	today	2
temporary	8	this	2	toes	4
ten	2	thorough	7	together	3
tender	7	those	3	told	3

tomato	5	treat	6	typewriter	6
tomatoes	5	tree	2		
tomorrow	3	tremendous	8	ugly	4
tongue	7	trial	6	umbrella	5
tonight	2	tribe	5	umpire	7
too	2	trick	4	uncle	3
took	2	tries	4	unconscious	8
tools	3	trip	3	under	3
tooth	3	triumph	8	underneath	5
top	3	trophy	7	understand	5
topic	6	tropics	8*	uniform	7
tore	4	trouble	4	union	6
torn	6	trough	7*	unite	6
Toronto	5	trousers	8*	university	8
toss	5	trout	8	unknown	7
total	7	truck	3	unless	5
tough	6	true	4	until	3
tourists	7	truly	7	up	2
toward	4	trumpet	7	upon	2
towel	6	trunk	4	uranium	8
town	2	trust	7	urban	6
toys	3	truth	6	urgent	8
track	4	try	3	us	2
tractor	5	Tuesday (Tues.)	3	use	3
trade	4	tulip	4	useful	4
traffic	6	tunnel	4	useless	4
tragedies	8	turkey	3	using	4
trail	5	turn	3	usually	5
train	2	turtle	6	utensil	6*
traitor	7*	twelfth	5		
tramp	5	twelve	3	vacant	7
transaction	8*	twenty	3	vacation	7
transcontinental	6	twenty-four	5	valentine	4
transfer	8	twice	4	valley	4
transportation	7	twin	5	valuable	7
trap	4	twisted	8	Vancouver	5
traveller	4	two	2	vanished	6*
treasurer	5	tying	7	vapour	8

variety	8	warehouse	8	which	3
vegetable	4	warm	3	while	3
vegetation	7	warn	7	whine	7*
very	2	warrant	7*	whip	6
veteran	8*	was	2	whisper	8
vicinity	7	wash	3	whistle	6
victim	7	waste	7	white	2
Victoria	7	watch	4	who	2
victory	7	water	2	whole	4
view	6	waves	6	wholesale	8
vigorous	8	way	3	wholly	7*
village	4	we	2	whom	5
villain	7*	weak	6	who's	6
vine	5	wear	3	whose	6
vinegar	6	weary	7*	why	3
violence	8	weather	3	wieners	6
violin	5	weave	6	wife	6
virtue	8*	wedding	6	wild	4
visionary	8*	Wednesday		wilderness	7
visit	3	(Wed.)	3	will	2
visitor	6	weigh	6	win	4
vitamins	8	weird	8*	wind	3
voice	5	welcome	5	window	3
volcano	7	welfare	8	wing	4
volleyball	6	well	2	winner	4
volume	8	went	2	Winnipeg	5
volunteer	8	were	2	winter	3
vote	7	west	3	wire	5
voyage	6	wet	3	wise	4*
vulgar	8	wharf	8	wish	3
		wharves	8	witch	5
wagon	3	what	2	with	2
wait	3	wheat	4	without	3
wakened	4	wheel	4	witness	8
walk	3	when	2	wives	6
wall	4	where	3	woke	4
want	2	wherever	5	wolf	4
war	4*	whether	5	wolves	4

woman R	3	worst	5	yeast
won	3	worth	6	yell
wonderful	4	would	3	yellow
won't	4	wound	6	yes
wooden	4	wrapped	6	yesterday
woods	3	wreaths	8*	yet
wool	3	wrecked	8	yolk
woollen	6	wrestling	7	you
word F	4	wrist	6	young
wore	5	write	3	your
work	2	writing	3	yours
world	3	written	4	youth
worm	4	wrong	4	
worn	7	wrote	3	zero
worry D	5			zipper
worse	5	years	4	zoo

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